

Best Wishes
Nathan Dip.
Maurice Ketch.
Bob Alseene

Lowell F. Jenkins
"32"

Robert "33"

Good luck anyway.
Albert Berns
"33"

Then I sent "33"

your a lot of Bunk

Paul Berry
"33"
Luck,
Alphretta Gunn
"33"

James
Vinita Harris (40)
"32"

Eleanor
Hylbert

For. Your friend until they put pants
on cigarette butts.
Gennie Welter.
"33"

Best Wishes
Kathryn
Campbell

Charles Cather
"33"

Robert Burr
"on fire"

Best Wishes
and lots of Love
Madame
Burr (32)

Best wishes
Orval Prather (33)
Young

Warren "Bud" Kerr.
"32"

Best Wishes
Beatrice Bergard
"33"

"Bud" Bristow
"33"

Willard "33"
Master John Madison "33"

Kempson Hall
"32" or better
Joe Gillespie
(32)

Bob Thomas "33"

Joe Bohner

Paul Fuller '32'

Adores "Jean" Gerken '33'

Argentinean

Randall Doolittle

Best Wishes &

Good Luck

Hydred Denington '33'

Ernest Sheyant '33'

Chas. Pethy '33'

Curtis Schenbach '32'

Joe Dieck '35'?

Herbert W. Edman '35' TNT

Bernard Craig '32'

Billie Madison '32'??

Charles Haffens '33' CH

Anne Bull Lee '33' (maybe)

Remember me always as a friend: Bob Day

William Lusk

Wallace Maxwell '32'

Thomas Foster '32'



Ex-Libris

Mayorie Hancy '33'

Remember me as as buddy in our school days as ever Murray Hammer '32'

Jimmie Indig, Sued '32'

Virgil Smith

Fleming Pharmacy

is a good looking Red Hood "ART" P. Caudle Jr.

Lots of Luck Elder, Doolittle '32'

Bob Middleton '32'

John Fox '32'

James G. Evans

with luck until they put pants
on cigarette butts

Leo Diego Wells
"34" A. L. B.

Helen Offutt '33.

Dick Halcomb
'37 of I'm lucky

Dear Joe;
As vines grow round an old tree stump,
So are you, my sugar hump.
Rose Willard

Dear Joe;
Down by the ocean;
Down by the sea,
Three little words,
Please Remember Me.
Charon Hulbert.

With Lots of Love,
Blanche Beach
'32

Wishing you lots of luck
Helen Matney



The Argentinian
1931



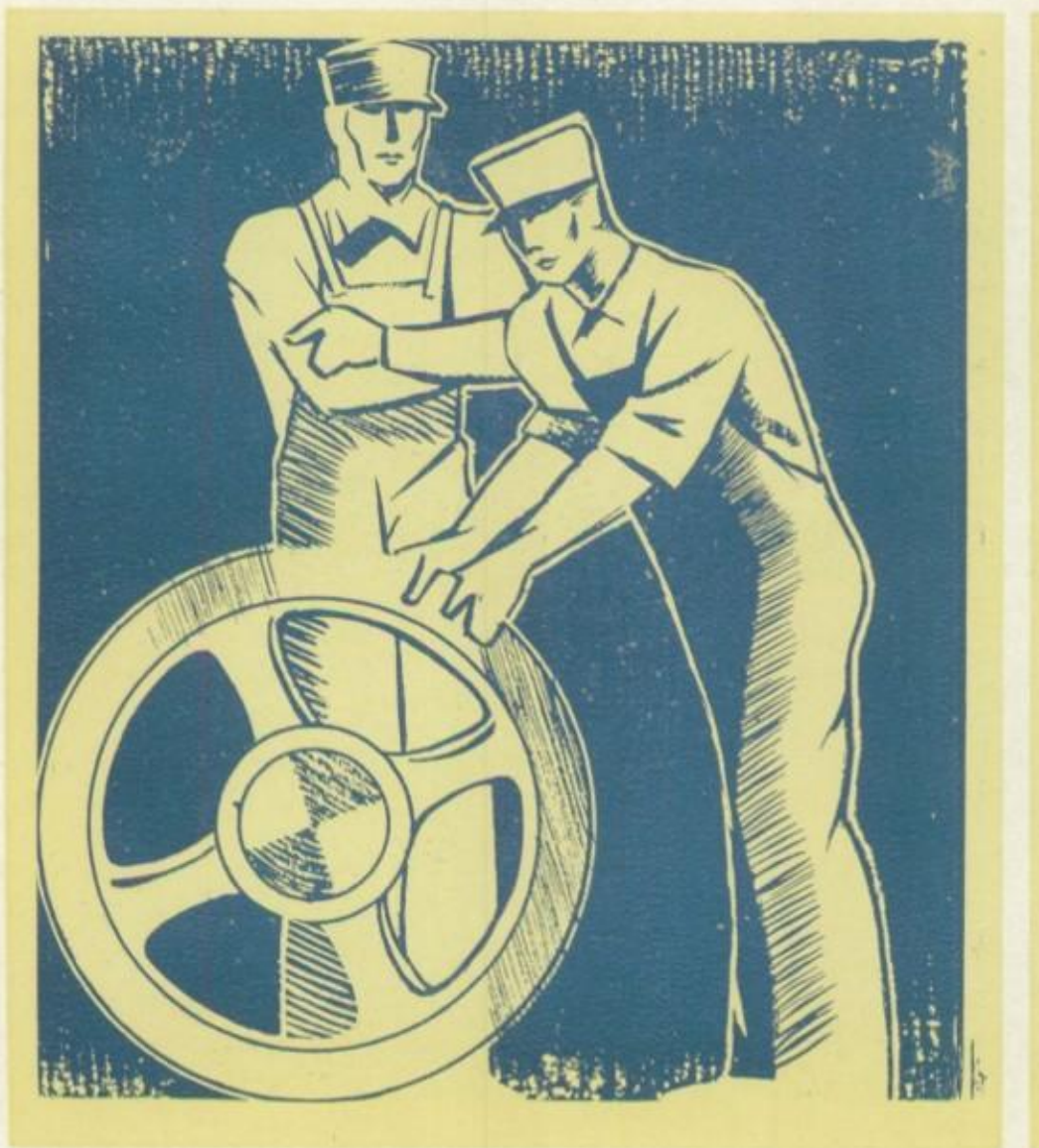
ARGENTINE HIGH SCHOOL

THE ARGENTIAN

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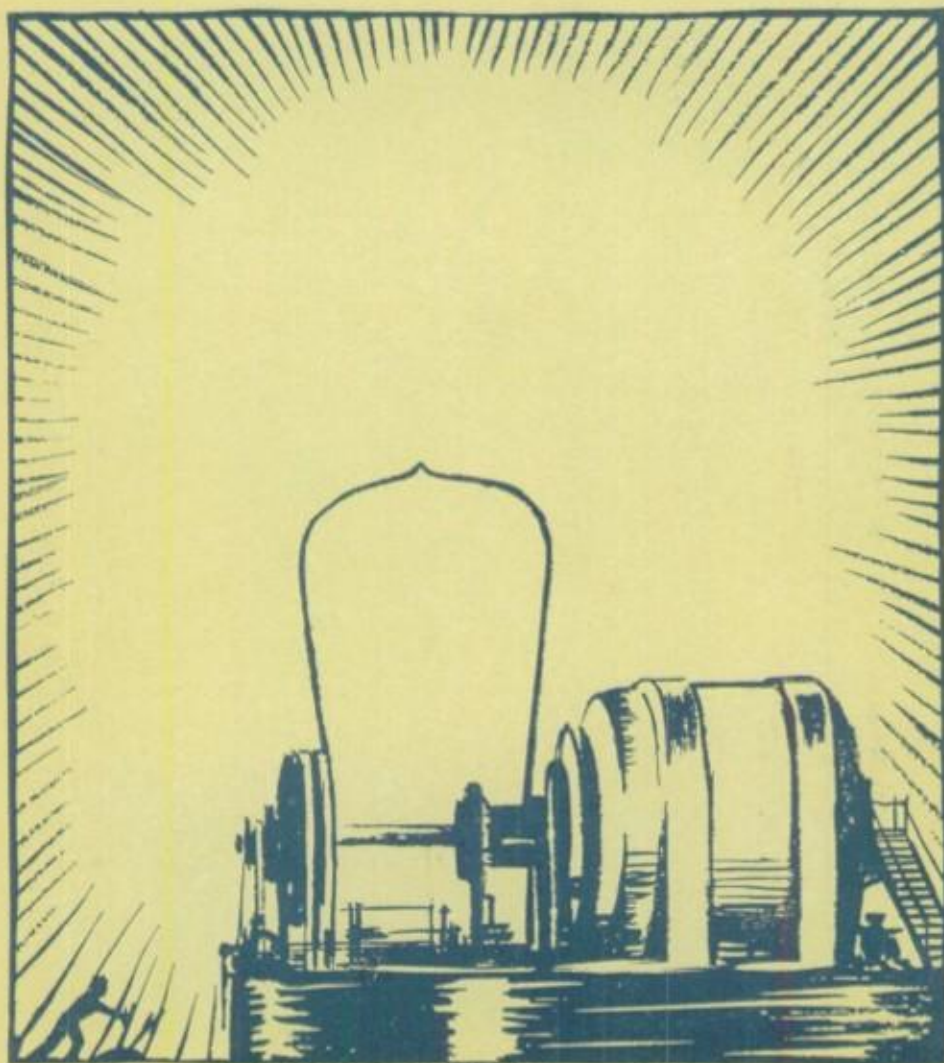
LYLE GRAVATT
The Editor

JUNE SAILS
The Business Manager



THE ARGENTIAN
1931

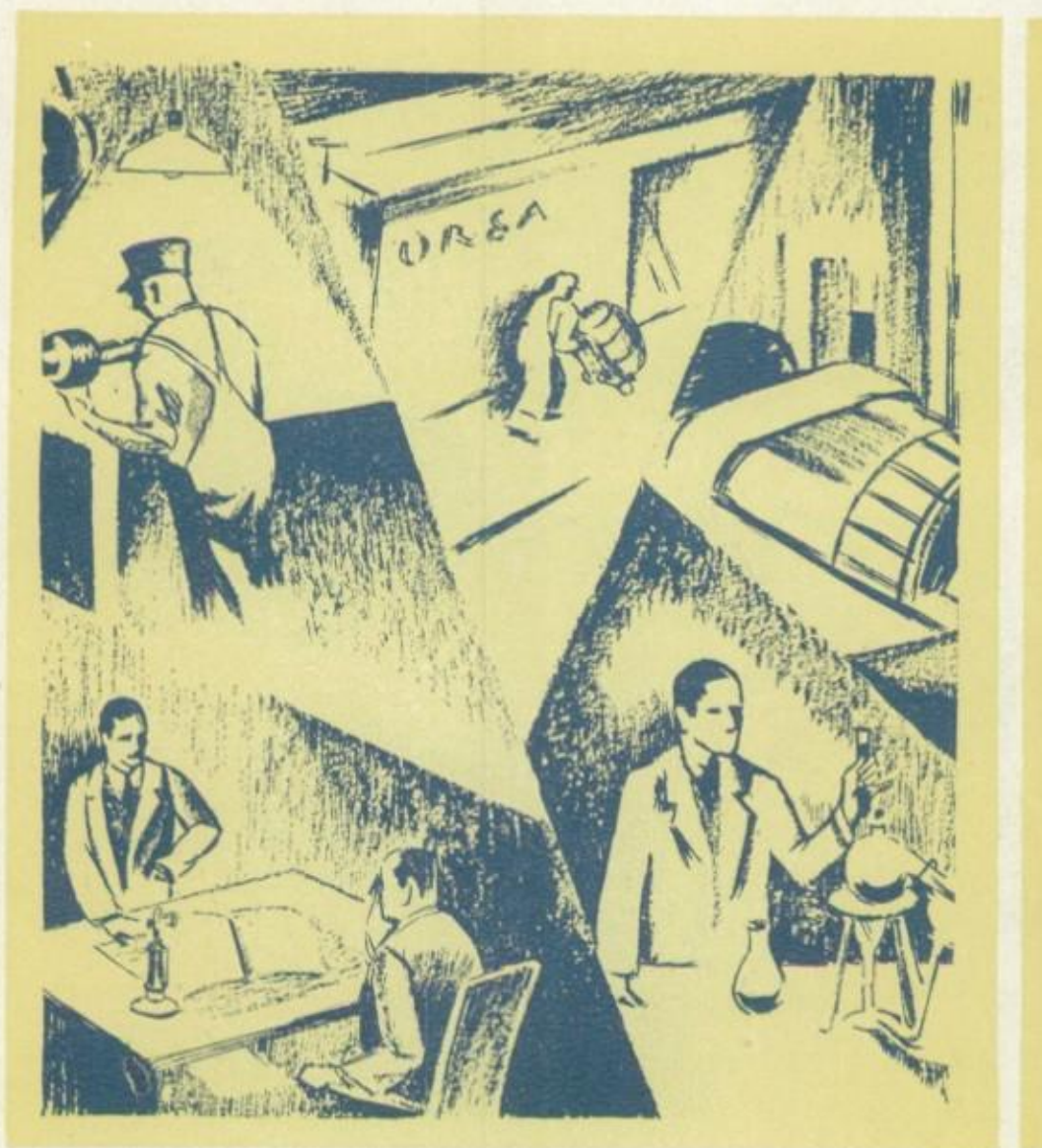
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Kansas City, Kansas



Foreword

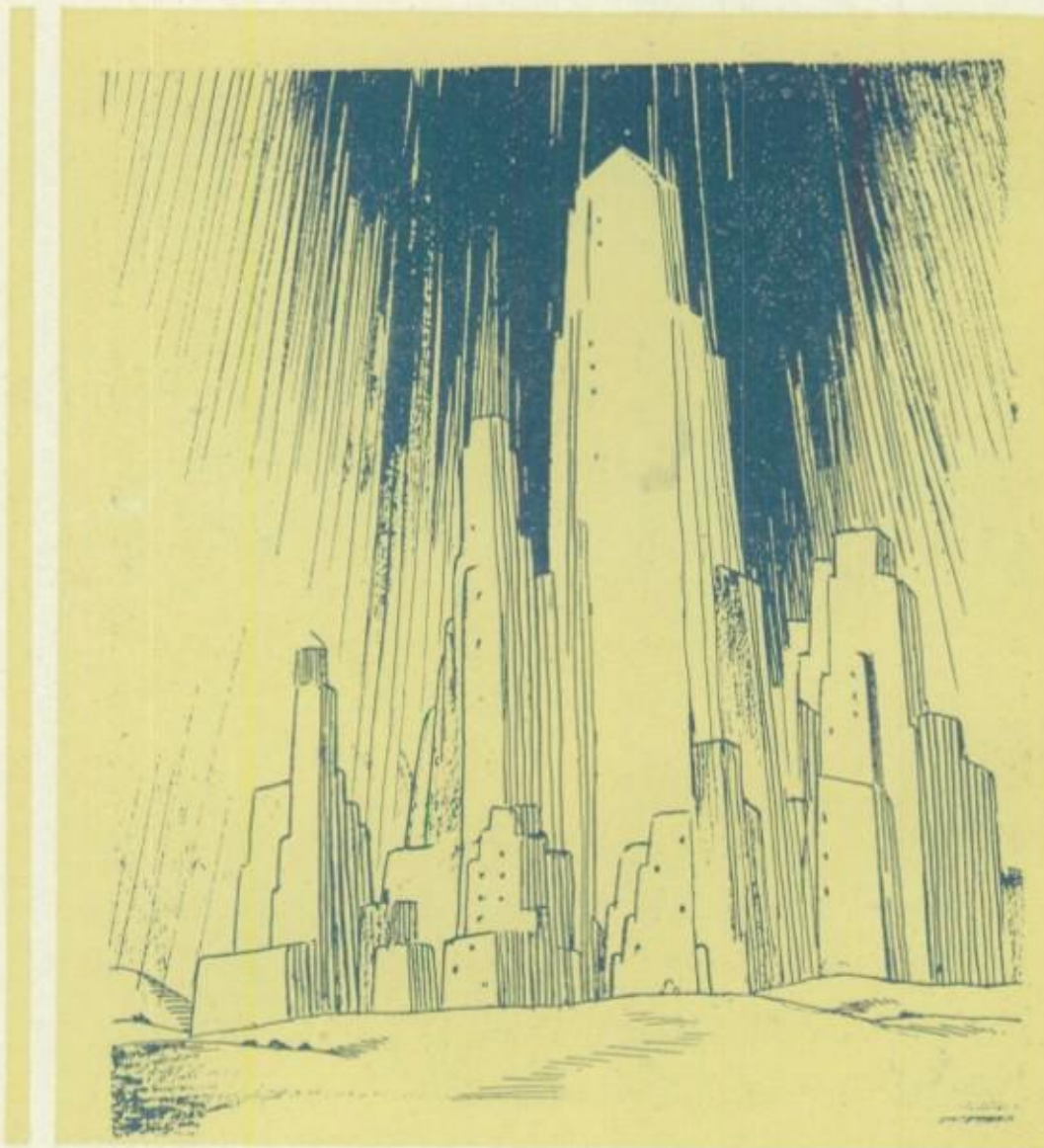
As friendship is one of the greatest benefits of education, it is the sincere hope of the editors that it may glow anew in the hearts of all who turn the pages of this book.

The industrial theme was suggested by the technical trend the curriculum of the school is taking as the enrollment increases.



Contents

Administration
Classes
Activities and Organizations
Athletics
Features and Creative Work



Dedication

It is to emphasize the growing need of attention to development of individuality, that quality and power of self-determination and self-expression which is as necessary to the growth of personality as is social environment, and to the growth and development of which this school is giving an ever-widening opportunity, that this book is dedicated to the Student Body.

Argentinean



SCHOOL BUILDING

1931

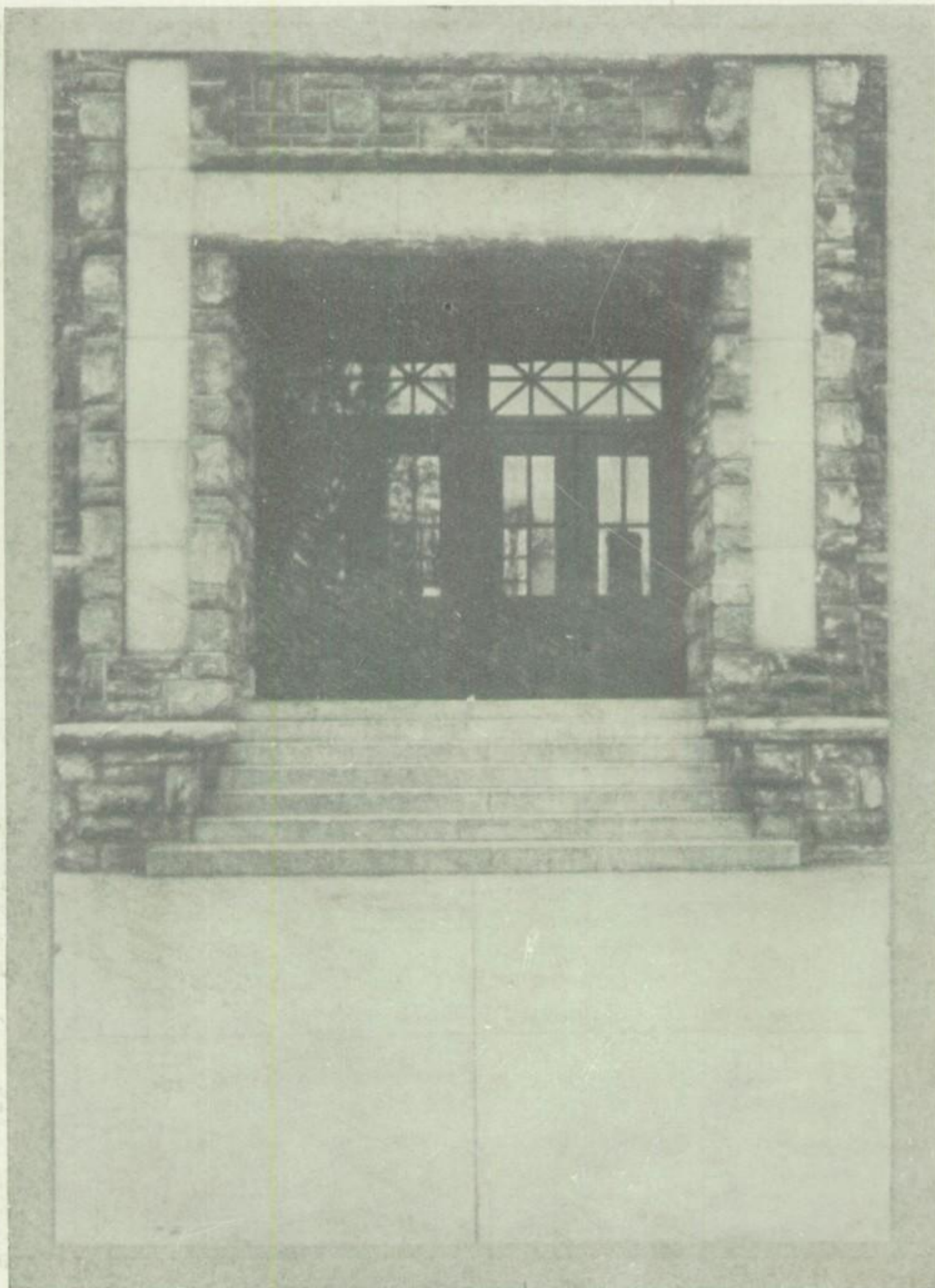


AIRPLANE VIEW OF HIGH SCHOOL BUILDING



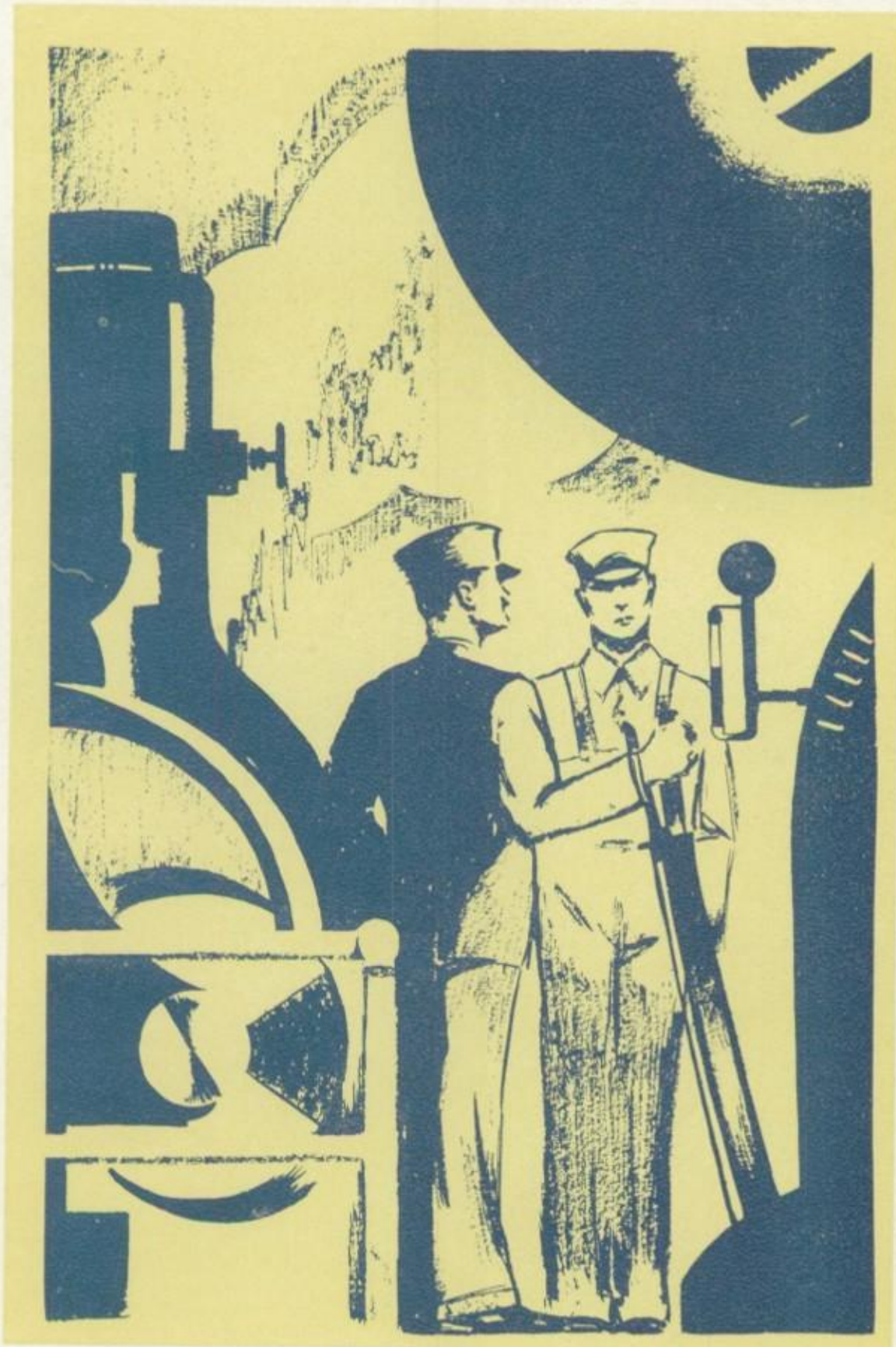
ASSEMBLY IN AUDITORIUM

Argentinean



MAIN ENTRANCE

1931



The superintendent showing the layman the intricate parts of a machine and the instructor giving advice and help to the student are the same in thought and action.

Administration

Argentinian

Principal



J. C. HARMON

1931

Argentinian

Superintendent

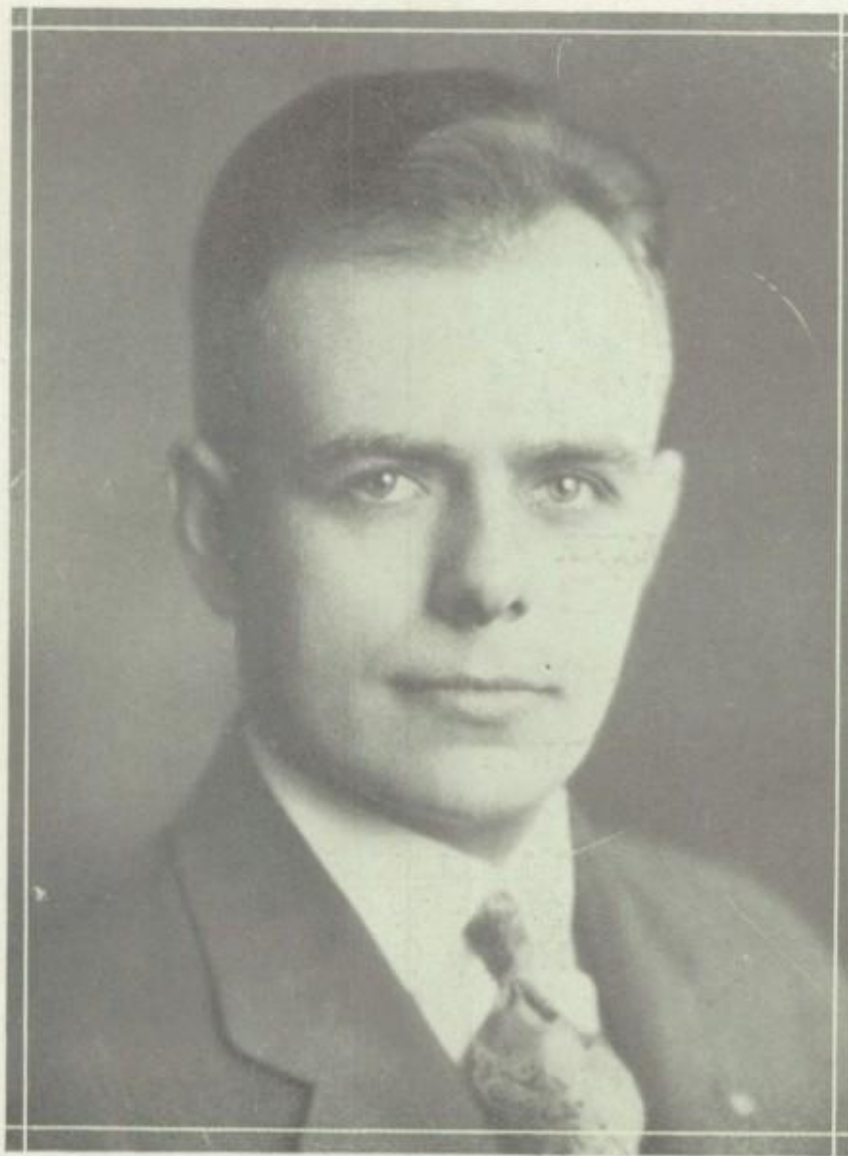


M. E. PEARSON

1931

Argentinian

Assistant Superintendent

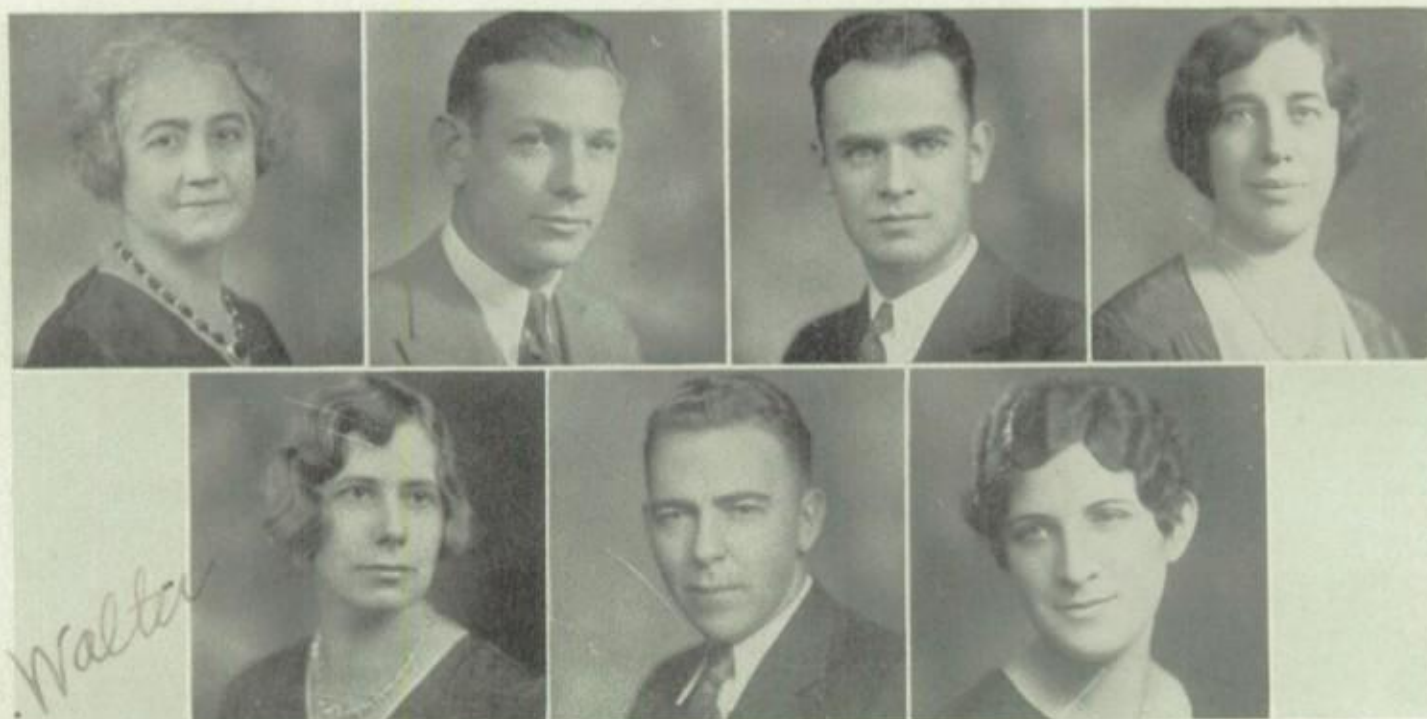


F. L. SCHLAGLE

1931

Argentine

Faculty



MISS CORA LUCE
American History
Geometry
Advanced Algebra

MR. CLYDE SWENDER
American History
General Science
History (8)

MISS MONA WALTER
Chorus (7)
Glee Clubs
Orchestra

MR. J. H. NICHOLSON
History (7)
Social Science

MR. GEORGE HOLTFRERICH
Boys' Gymnasium

MISS EDITH SIMON
Arithmetic (8)
Business Arithmetic
Algebra (9)

MISS LILLIAN JESSUP
Geography
History (8)

OBJECTIVES OF THE SCHOOL

The Argentine High School is located in a very busy industrial section of Kansas City, Kansas. The students in their homes hear much of the various types of work in which their parents are engaged. All about them they see evidence of industrial activities. There is a natural interest because of this environment, and this interest becomes more active when the student comes to realize that in a very short time he will take his place in this world of work.

This high school has become definitely committed to the theory that it must continue to offer thorough training in English and the social sciences: English, because each year finds the students reading more wisely and writing and speaking more accurately; social sciences, because each year finds them more eager to live efficiently. It must do more in the interest of the student's health. Efficient work depends much upon healthy bodies. It must do more in guiding the student wisely. After graduation, some of the students will enter college, some will enter offices, many will enter industry, and many will become home-makers. The school should help the student not only in making his decision, but also in acquiring a knowledge of and a skill in the field of his choice, and it is in the giving of this training that mathematics, sciences, and other subjects not mentioned specifically will continue to function.

Upon the philosophy here so briefly outlined, the Argentine High School will continue to build in order to meet the needs of this rapidly-growing country.

Argentinean

Faculty



MISS STELLA COLE
Sewing

MISS BESS WILHITE
English (7)
English (8)

MISS BERTHA PLUMB
Cooking

MR. C. L. RICHARDS
Manual Training

MR. V. E. TIMMINS
World History
American History

MR. G. C. BRINK
Typewriting
Shorthand

MISS FRANCES TAYLOR
Journalism
English IV

PROGRAM OF STUDY (1930-31) Sophomore Year

REQUIRED SUBJECTS

English II
Vocations 1/2

Science
Physical Training 1/2

ELECTIVE SUBJECTS

Geometry I
Caesar
Girls' Glee Club
Boys' Glee Club
Cooking I or II
Manual Arts I or II
Mechanical Drawing

European History
Orchestra
Biology
Public Speech
Sewing I or II
Typewriting I or II
Freehand Drawing
Dramatics

Argentinean

Faculty



MR. J. C. SHANKLAND

Constitution
Speech

MR. A. W. BROWN

Chemistry
Physics

MISS RUTH DUNMIRE

Girls' Gymnasium
Vocations

MRS. SARAH SULLIVAN

Pianist

MRS. ESTHER YORK

Matron

MISS MARGARET DANNEBERG

Secretary

MISS LETHA CLEWELL

English I

PROGRAM OF STUDY (1930-31)

Junior Year

REQUIRED SUBJECTS

English III
Constitution 1/2

Science
Physical Training 1/2

ELECTIVE SUBJECTS

Shorthand I
Typewriting I or II
Bookkeeping I
Girls' Glee Club
Boys' Glee Club
Orchestra
Physics
Chemistry
Journalism

Freehand Drawing
Mechanical Drawing
European History
Manual Arts I or II
Cicero
Sewing I or II
Cooking I or II
Algebra II and Geometry II
Public Speech
Dramatics

Argentinean

Faculty



MR. F. S. HOOVER
General Science
Biology

MISS EDNA BARNES
English II
Dramatics

MISS GRACE DALE
Algebra
Bookkeeping

MR. E. A. MOODY
Mechanical Drawing
Trades Information

MISS EDITH DELANEY
Arithmetic
Algebra

MISS MAUDE HEWITT
English (8)
Freehand Drawing

MISS MYRTLE McCORMICK
English III
Latin

PROGRAM OF STUDY (1930-31)

Senior Year

REQUIRED SUBJECTS

American History

Science (if not taken before)

ELECTIVE SUBJECTS

Bookkeeping I
English IV
Social Science
Physical Training
Chemistry
Shorthand II
Journalism
Typewriting I or II
Freehand Drawing
Girls' Glee Club
Boys' Glee Club

Public Speech
European History
Orchestra
Algebra II and Geometry II
Mechanical Drawing
Sewing I or II
Cooking I or II
Manual Arts I or II
Physics
Dramatics

Departments



MR. HARMON CONFERRING WITH STUDENTS

It is generally believed that students, if they are to get the most possible out of their school work, should know the objective and purposes of courses of study just the same as do the teachers. With the belief that the scholastic phase of school life should be included in the book to make it a record of the year, summaries of these objectives, as well of some of the things accomplished this year by the various departments have been added.

The \$126,000 addition to the building, which provides a gymnasium and eight more class rooms has given facilities for more extensive work than formerly, in many departments. Among these are, science, art, auto-mechanics and mechanical drawing. The removal of these to the new part of the building has allowed more space and improvements in the old part of the building for the domestic science and journalism departments.

BOOKKEEPING

Bookkeeping takes one into the atmosphere of business from the standpoint of the executive. To be an intelligent consumer, one must know something of the problems of the executive.

In learning to keep books neatly, accurately, and with good judgment, one understands the value of having all information about a business systematically recorded and always at hand. The pupil becomes aware of the necessity of conducting his own business affairs in a business-like manner correctly, thoroughly, and on time.

From the great fund of information in grouped transactions, financial statements, operating costs and income, most pupils get a new idea of the purpose of keeping books. Part of the time is devoted to the study of business science which deals with the major fields of business in general. It takes up the growth of each kind of business, the present development of that business in our community, and the demand for, and requirements of the different jobs in each field.

Very important is the ability, attitude, and adaptability of the individual in choosing his job. He must be happy in his work, it must allow him to develop mentally, physically, and socially and to be of service to the community. It is necessary that one approach his choice of a job with intelligence for a public business or for the home where efficiency is desired.



ART

A general course in art education is planned to develop in the student a standard of taste and judgment which will result in an appreciation of beauty in everyday life. This implies a knowledge of the fundamental principles of the theory of art. The course is outlined to include the various topics necessary for that information. As each unit is presented, numerous problems and projects are worked out, the paramount aim in every lesson being originality of expression, executed with the greatest possible skill the student can command.

While the main objective is to develop in all students some degree of appreciation, skill in manipulation, stimulation, observation, and the power of creative thinking, ample provision is made, for encouraging students having special talent.

The following list of units has been used in the classes during the past year to aid in an understanding of the nature of the work:

I. *Composition*

A study of the laws of order in nature, repetition, variety, interest and balance.

II. *Color*

A study of the color wheel with its various possible combinations and the application of the principles of composition to the arrangement of color.

III. *Design*

A study of the principles of line, form and relations and dark and light. Motifs, nature forms, and geometric forms.

IV. *Lettering*

Training in a good alphabet, letter arrangement, and its application.

V. *Representation*

The training of powers of observation and stimulation of self-expression.

VI. *Art Appreciation*

To train appreciation for the fine things of art. Acquaintance with a few artists and their outstanding productions, including picture study, sculpture, and architecture.

The Junior High School Course is planned for one semester's study and is part of a general plan of our school in home training. The course includes a brief study of the underlying principles of art, emphasis being placed on the application of these principles to home decoration.

LATIN

A survey, made recently in a central northern state, shows that since 1921 the number of towns teaching Latin in high schools has risen from 139 to 247. The percentage of gain of Latin was greater than that of any other foreign language. This survey included these languages: French, German, and Spanish. This shows, that the study of Latin is not on the wane in that particular state, which is probably typical of most sections of the country.

Although Latin, as a language, is not now spoken by any people, it lives in and through many of our words. More than two-thirds of our own words are derived from the Latin. Many phrases and words have been carried over into English directly from the Latin, and are still preserved in their original forms, such as *habeas corpus*, *de facto*, *post mortem*, *status quo*, *exit*, *stadium*, *vacuum*, *radio*, *quorum*, and *data*.

Latin is regarded as essential for students of medicine and law, as many of the terms used in these professions are Latin. The students of science and business will find Latin equally helpful. Many names of articles and commodities on the market have taken their names from Latin words. You are really talking Latin when you talk of Duco paint, Lux soap, Premier salad dressing, Aqua Velva shaving cream, a Corona typewriter, or perhaps you own a Duofold fountain pen, or you may buy Rexall drugs.

In the study of a great civilization like that of the Romans, the student learns many interesting facts, which give him a broader and a more intelligent view of life. It is rather enlightening to know that the Romans lived in apartment houses, had water heaters in their homes, built huge aqueducts carrying water for many miles, and made cement like that of the present.

For the student who cares, Latin is splendid training.

Mathematics

SENIOR HIGH SCHOOL



"Let no one ignorant of geometry enter here," was, we are told, an inscription carved over the entrance of the first gymnasium or academy in ancient Athens.

"Let no one leave here ignorant of geometry," should be a motto of our modern high school. Why did the Greek scholar value mathematics? The Greeks loved mental gymnastics. Geometry is pure logic; its possibilities for abstract reasoning are infinite. The Greeks loved nature. "The laws of nature are the mathematical thoughts of God." The Greeks loved art. The principles of geometry helped to perfect art's graces.

But why does the practical, modern professional or business man urge the study of advanced mathematics?

That it is useful as mental discipline, he knows, but that is not the phase in which he is greatly interested, valuable though he concedes it to be. He recognizes the fact that the material advantages of our modern civilization are linked with the uses of the formulas of algebra and geometry. The physicist, the chemist, the astronomer, the militarist, the navigator, the aviator, the engineer, each has found mathematics necessary to the development of his branch of knowledge.

The designer, the artist, and the architect make constant use of geometric principles. The great industrial organizations are putting expert mathematicians into their plants. We use mathematics in life, therefore it should be studied in our schools, is the conclusion the modern man draws.

JUNIOR HIGH SCHOOL

In junior high school mathematics, we try to develop an attitude of accuracy with reasonable speed in the fundamental operations. We also try to develop an ideal of thoughtful, careful, and punctual preparation of all work and to have the pupil check every process. We stress the fact that mathematics functions in real

life and that the laws of mathematics are permanent. We endeavor to present mathematics as an interesting field of knowledge and try to include some of its historical background.

Some of the specific aims of our course are as follows:

1. To perform the four fundamental operations with mixed numbers and with decimals.
2. To know the meaning of common mathematical terms such as sum, difference, product.
3. To measure an angle with a protractor.
4. To find the percentage one number is of another.
5. To find the percentage of a number.
6. To find simple interest by the year, the month, and the day.
7. To find by measurement the perimeter and area of a rectangle, square triangle, and circle.
8. To find the volume of a box.
9. To open an account in a bank, to write a check and a deposit slip.
10. To find discount and deduct it.
11. To make simple scale drawings and interpret them.

This year we have tried to have some creative work in some of the classes. The pupils were asked to make an original drawing and color it as they wished. They also graphed some problem which was of particular interest to them such as the relative cost of feeding the does and bucks of their rabbit hutches, the height of the tallest buildings in Greater Kansas City.

TYPING



Most young people who remain in the city, at some future time will work in a business office. Many offices require applicants to be able to take dictation in shorthand and to operate the typewriter.

There are others who will go to a school of higher learning and it is always an advantage to be able to do one's own class work on a typewriter. The same theme or paper will secure a better grade when neatly written on a machine. A small number of students find that they are able to work their way through a college or university because of their commercial training.

The department has been one of the most successful among high schools of the entire country. This is accounted for by reason of a highly-developed technique in the manipulative arts, typewriting and shorthand, and because of the fine spirit prevailing among the students enrolled in this work.

A few years ago Interstate contests were won at Kansas City, Missouri, Des Moines, Iowa, and Omaha, Nebraska. A National contest was won at Chicago in 1924, the only national meet the school has entered. In the Interstate contest in 1923, and in the National meet a year later, a novice or one-year writer made the very fine record of eighty-one words per minute. The school has been singularly successful in typewriting meets with thirty-four consecutive victories and no defeats.

In the Kansas state contest, an annual event sponsored by the principals of the high schools of the state, all records in performance, both in accuracy and in speed, are held by Argentine students.

Our graduates have always proved equally proficient in the business positions which they obtained upon graduating from the school, and have filled these places with great credit to their Alma Mater.

English



SENIOR HIGH SCHOOL

A good command of English, the ability to write it and speak it, is essential in every walk of life. That is why three years of it are required and a fourth is elective.

Stated broadly, it is the aim of the English course: First, to quicken the spirit and kindle the imagination of students, to open to them the potential significance and beauty of life, to develop habits of weighing and judging human conduct and of turning to books for entertainment, instruction, and inspiration as the hours of leisure may permit; second, to supply them with an effective tool of thought and of expression for use in their public and private life, that is, the best command of language which, under the circumstances, can be given them. Stated concisely, the aim of high school English is two-fold:

1. To give pupils command of the art of communication in speech and writing.
2. To teach them to read thoughtfully and with appreciation, to form in them a taste for good reading, and to teach them how to find books that are worth while.

This year emphasis has been put upon creative work, with the result that a large number of creditable poems, stories and plays have been written.

JUNIOR HIGH SCHOOL

Language is the chief instrument for acquiring and communicating what mankind knows. Junior High School English has three functions which are: First, to increase the pupil's power to express himself, both in speech and in writing; second, to cultivate in him an appreciation of the best things in literature; third, to develop a fund of knowledge of certain essential, fundamental facts regarding the mother tongue. It is through speech and reading that man acquires the truth regarding the lives of mankind, regardless of time and place, the truth which is so essential to a sympathetic and understanding mind.

In accomplishing these aims a multitude of devices must be brought into play. The more variety the teacher can secure the greater will be the interest and effort, for joy and pride in work are, indeed, the most powerful of lures. The pupil finds real pleasure in creating. His originality may take the form of a few verses, a newspaper where the characters of a classic constitute the news, of clever posters, of a group poster, with various figures costumed to represent characters from favorite books, of tournament fields, of the interior of homes, of soap figures, of dolls dressed carefully to portray prominent characters in the stories, of dramatizations, of games, of stories. Many a small creative effort has been the beginning of genuine effort in a study.

Argentinean

Science CHEMISTRY



By means of newspaper and magazine articles we avail ourselves of the opportunity to show how research in modern science is helping the professional and industrial world. Such discoveries as rustless and stainless steel; the nickel alloy making possible the trans-Atlantic telephone cable; some of the synthetic drugs and hormones as well as vitamins used in combating disease; radio waves to treat brain tumors, as well as to locate deposits of petroleum and aid lost airplanes in finding their bearings; neon tubes used in display-lighting and television and photo electric cells have been discussed in class. Motion pictures and film slides of many industrial operations, as the manufacture of (1) liquid air, (2) glass, (3) steel, (4) rubber, (5) X-ray and radio tubes are used to supplement textbook work. Despite this stress of the industrial side of the science, vocational training is not considered an objective.

Considerable stress is placed on laboratory work. We do not necessarily think this the most economical method of imparting knowledge, but we wish to accustom the pupils to submit their information to a test and to form opinions on the basis of facts.

BIOLOGY



Biology is the only science course in this high school that makes a study of the structure of living things: plants and animals and their reactions to the environment.

The course centers around four general objectives: How things live and maintain themselves; the relation of living things to the environment; the relation of living things to each other; man's power to control living things.

It is organized into seven units with definite specific objectives as requirements for credit in each one. These units are designed to acquaint the student with the functions necessary to life, the structure and composition of organisms, and the adaptations of representative forms for successfully carrying on the necessary functions under changing conditions, with the result that he may better understand his own body and be able to give it more intelligent care.

The project work consists of an insect survey collection and identification, field work, flower collections, bird migration observation, original essay work, plant and animal culture, and original diagrams representing the student's own conception of various subjects.

Home Making DOMESTIC SCIENCE



In the days of our grandmothers, only such subjects as history, Latin, and mathematics were studied in school. Now we believe that in addition to these subjects, every girl should learn to do better the worth while things she is doing or is going to do.

The course in foods and home making includes units of work which teach the girl the proper selection, preparation and serving of food; the care and training of children; the wise spending of the family income; and the selection, planning and care of the home.

The above picture is of the cafeteria. The food is prepared by Mrs. C. M. Davis, Mrs. M. L. Morse and Mrs. Katherine Gates. Six girls help serve the food at lunch time.

CLOTHING

The general objectives of the courses in clothing are: First, to develop in the girl ideals as a basis for home membership; second, to cultivate good standards of judgment and taste in dress; third, to create a greater interest in her home and develop an ability to apply the principle of good taste and judgment in its furnishings; fourth, to teach the girl to spend wisely not only her own, but also the family income.

In the courses this year we have studied the following: First, a historic review of period fashions, in order to better understand those of today; second, the selection of lines and colors best suited to each individual type of girl; third, the selection and wise buying of textiles; and, fourth, the selection and good arrangement of house-furnishings. Since every girl will become a home-maker we feel that the home-making phase of the course is one of the most important units. More attractive homes and an appreciation of the better things in life are the purpose of this unit in the course.

Each girl in the high school clothing classes constructed a school dress, an afternoon or party frock, and a spring street costume. Emphasis has been laid upon suitability, appreciation of beauty of line and color, and modesty in dress.

Industrial Arts MANUAL ARTS



The industrial arts field is not a separate form of education, but is one part of the general scheme of education. This view has many advocates, chief of whom is Dr. Prosser, one of the Deans of the industrial art field. He says all education consists of giving the child training in desirable and efficient habits of thinking and doing which have been found desirable for him to have in later life. The thinking and doing are not and cannot be separated, and the thinking and doing still be efficient and full.

Thus our industrial arts courses should involve not only the muscular activities but also the thought processes necessary for the complete performance.

The industrial arts program for the junior high school plans to give the boys of the seventh and eighth grades a wider range of exploration than the program for the ninth grade and the three years of senior high school.

A new class using production was started this year. Students having had one year or more of wood working are eligible. This class gives the boys an insight into factory methods and acquaints them with furniture manufacture on a large scale.

The cooperative spirit of large industries is shown by the fact that both the Kansas City Structural Steel Company and Atchison, Topeka and Santa Fe, allow hour-for-hour credit to their apprentices who are former students of the industrial arts department.

The beginning class in wood working has made tie racks, bread boards, foot stools, attention being centered on squaring up.

In the advanced classes the choice was much greater. In these, solid walnut cedar-lined chests, chifforobes, tables, writing desks, medicine cabinets and other attractive useful pieces of furniture have been made.

The production class made nineteen sets of lawn furniture of modernistic design. The sets consist of chair, settee and table. This class made all necessary properties for class plays and operettas.

MECHANICAL DRAWING

Present courses in mechanical drawing are given to only three grades: seventh, ninth and tenth, with hopes that the eleventh and twelfth may be included in the near future.

The course given in the seventh grade is never longer than eighteen weeks. The work done is very elementary and has for its purpose acquainting the pupil, as early as possible, with the language of drawing.

The pupil soon becomes familiar with the meaning of working drawings, alphabet of lines, and a few types of pictorial representation. He not only learns the proper use and care of tools used in the drafting room, but establishes habits of neatness and those habits that lead to a healthful life in the drafting room.

He learns to make working drawings, and also to read them. The mystery of blue-print making is also revealed. Opportunities offered by industry to those who can readily express ideas by drawings, are also given due consideration in an attempt to guide the pupil who may be especially qualified for commercial drafting.

In the ninth grade, the work in drawing is suited to pupils who have had no drawing experience beyond the eighth grade. Pupils are given a broader field of application than is called for in previous courses.

Pupils are expected to show a greater advance in technique. They should also have a fuller and broader understanding of the true relation of mechanical drawing to industry and society in general.

The work in the tenth grade is a step in advance of that of the ninth grade. The problems used become more complex, the field of application grows larger, and a more nearly perfect technique of execution is expected.

Trades Information

The work provided in the trades information classes is organized for the eighth grade boys only.

The school year is divided into four periods of nine weeks each, and each nine weeks period is devoted to one of the following trades, sheet metal, electricity, auto mechanics, and carpentry, plumbing and cement and brick.

In each division no attempt whatever is made to train the boys to become skilled mechanics. To do so, in so short a time, would be like making an effort to accomplish the impossible. The short time given and the elementary nature of the work could, at best, only fail to meet the qualifications of a good helper. However, the boys do have an opportunity to know about and try their ability on a few of the many simple processes called for in the few trades mentioned. These contacts, however few or simple, prove to be invaluable to a large number of boys as a means to an end in the form of both a finder and a warning.

The concrete work done in the class room is perhaps of less value to the pupil than the general information he gathers. The general information has for its purpose, a kind of guidance training.

The general information touches the essentials to be considered when choosing one of the trades mentioned as an occupation, such points as possibilities in the trade demands, qualifications needed, both physical and mental, training and cost of same necessary to qualify, and the possible monetary return from such industry.

Last, but not least, is the first hand contact the boys make with industry by visiting many of the local industrial plants.

These visits are many and by the splendid cooperation with the managers of the plants the boys are permitted to study actual factory procedure as it exists under local conditions. Upon returning to the class room from these visits, a thorough discussion takes place of the condition found. A few of the many points looked for are sanitation, safety-first appliances, lighting and ventilation, training provided workmen, hours per day on duty, and any brotherhood movement or organization established between officials and workmen.

Dramatics

The dramatics classes are conducted for the chief purpose of developing the student's power of self-expression through training in the co-ordination of mind and body. The study of a play as a classroom exercise encourages team-work on the part of the members of the group, as well as individual effort. An opportunity is afforded for the improvement of speech and for effective oral reading.

The study of dramatics is intended to stimulate interest in the best literature of the various countries of the world, and to be correlated with the related departments, such as history, English, and art. In these respects, all members of the class are reached, while a few students who possess real dramatic ability are encouraged in the development of that talent.

The class work is conducted largely through the study of the one-act play, but some training is given to platform reading.

PHYSICAL EDUCATION

Physical education is rapidly taking the place of classes formerly called "gym." What took place in those classes fell within a very limited range—usually it was only those activities which would develop boys for athletic teams. Leaders in the field of physical education and educators in general, today feel that the department of physical education in a school is maintained not for the development of athletes, those who are far along the road of physical fitness, but for that larger number of boys in a school, who for some reason or other never find time to take part in the athletic program.

The physical education of a child is equal in importance to the mental education, because a keen mind will soon become dull if it is not bolstered up by the vim and vigor of a strong, healthy body. It is, therefore, the aim of physical education to discover any disorders which are retarding physical development, correct them, and educate for the building and maintaining of a strong healthy body, to better fit it to support a sound mind.

Social Science

HISTORY

The history department offers courses in United States history in the seventh and eighth grades, World history (elective) in the tenth and eleventh grades, and American history, which is required of all seniors.

In the junior high school classes, manual projects and construction activities are emphasized. These students like to make things with their hands, and some seem to derive a great deal of pleasure from carving historical figures out of soap or wood, while others take more readily to drawing cartoons and historical sketches or making diagrams and graphs. These activities usually result in a display of miniature "May-

flowers," block-houses, colonial costumes, stage coaches, and pictorial notebooks.

Individual decks of history cards were made in some classes for use in drill on historical characters and facts.

In the senior high school, manual activity confines itself chiefly to the making of maps and to certain kinds of written work, especially creative historical writing. During the past year, the latter took the form of imaginative diaries, editorials on current events, and comparisons of source materials with textbook accounts. Other work, creative in character, consisted of the discovery by some of the more critical students of various discrepancies and even contradictions as to historical facts, as well as mistakes either in grammar or typography in a few of the textbooks. It was found, for example, that authors do not agree on what was the first newspaper in America, the first settlement in certain districts, or the number killed and wounded in a given battle. An effort has been made this year to make greater use of visual aids in both junior and senior high school classes.



CITIZENSHIP

The social science department through the teaching of citizenship in the freshman year, and through the teaching of constitution in the junior year, has endeavored to keep these general objectives before the mind of the students.

In citizenship:

1. To build character.
2. To establish habits of service and good citizenship.
3. To awaken a realization of the personal responsibilities of group life.
4. To create a desire for and appreciation of good government, liberty, law and order.
5. To develop self-control and to establish high ideals.
6. To stimulate a pride in surroundings.

In addition to the above general objectives, certain specific objectives are added, among which are:

1. Know ten facts or incidents covering the history of Kansas City, Kansas.
2. Know the meaning, five rights, and five duties of American citizenship.
3. Know four personal responsibilities in the problems of health, fire protection, police protection, recreation, and aiding the handicapped.
4. Know the form of local government, with names and duties of each official.
5. Be able to recognize three responsibilities of each person to the home, church, and community.
6. Know the American Creed, Flag Salute, Preamble, President's Oath.

GEOGRAPHY



The study of geography creates an attitude favorable to world peace by teaching the interdependence of peoples. It teaches the appreciation of the results of the physical environment of mankind, how it has affected and continues to affect human development and of the ways in which man utilizes, overcomes and modifies his natural physical environment. It gives a knowledge of the location and character of the leading surface features of the earth, continents, and countries in their relationship to man.

The textbook is used as the first and best source of information, but the pupil does not depend entirely

upon the authority of one.

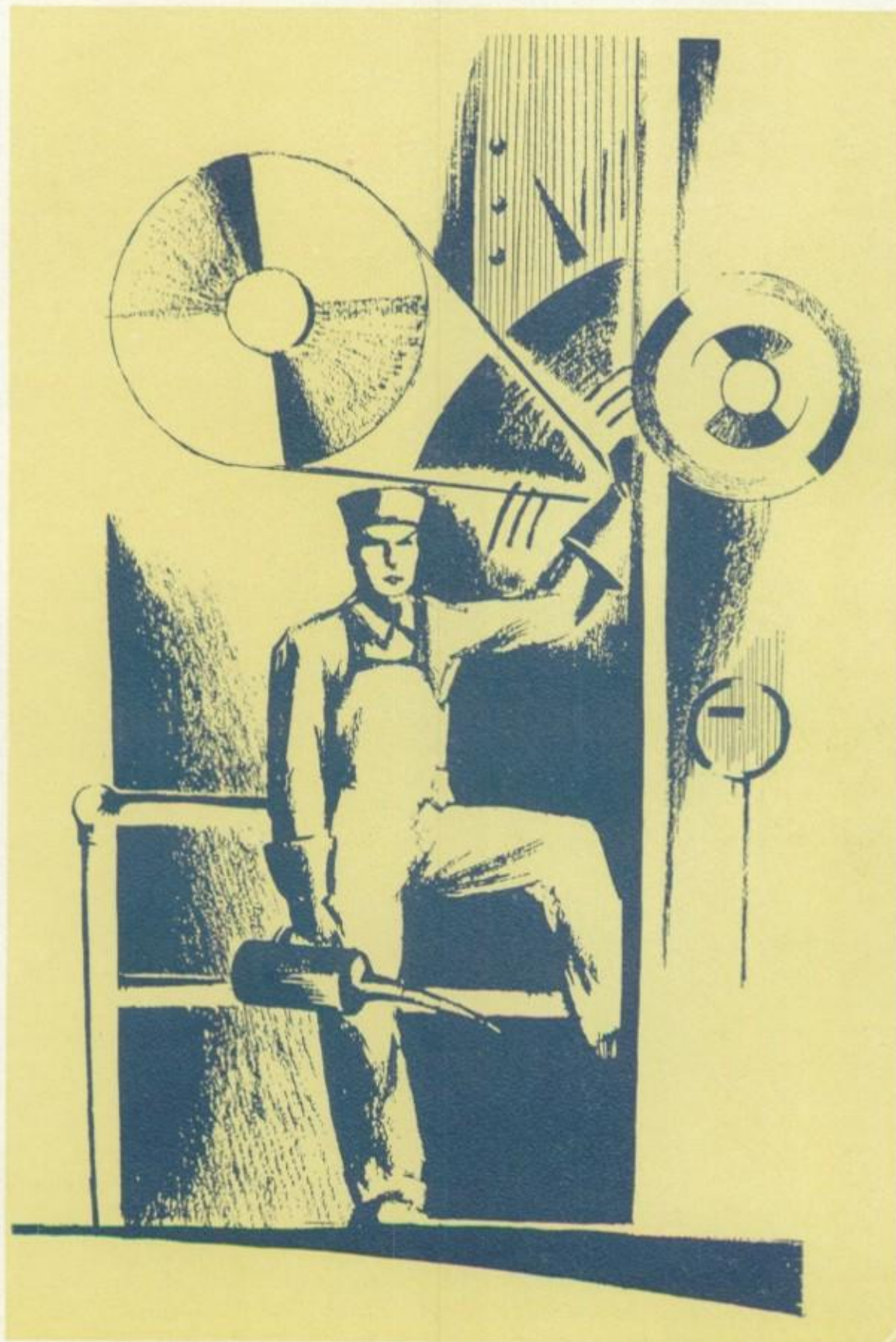
Passports are studied and copies made so that the pupils may better understand the procedure necessary in preparing to travel abroad.

Daily news items from the local papers are made more real to those who report them and then find their places on the world map.

Often the work is enlivened and made to reach more pupils by games such as: *Baseball*, *Where am I?*, *flash cards*, *imaginary trips*, *talkies*, and *choosing slips*. To illustrate the interdependence of peoples, ships, loaded with exports of each country studied, are drawn. Imports are likewise shown.

A collection of carved articles has been made during the year. Each of these shows something of interest, a custom of the people, or an animal studied. Notebooks for stories and pictures, posters, films, product charts, advertising schemes showing the different countries studied and outline maps for location work all add zest to the regular assignment.

The standard of achievement is reached when the pupil thinks for himself in reasoning out the geography problems whether it is by book, picture, or a real trip; when he realizes the independence and relationship between the peoples of the world.



The oiler is a student mechanic. There are steps in the mastery of lines of work in industrial life as there are in the completion of courses of study.

Classes

Argentinean

IRENE ANDERSON

Girl Reserves, 4; Music, 2; Trinidad High School, Trinidad, Colorado, 1; Ritchey High School, Ritchey, Missouri; Music and Basket Ball.

*Best wishes
Thelma
Anderson*

THELMA ANDERSON

Operetta, 2, 3; Glee Club, 2, 3; Girl Reserves, 2, 3, 4.



SELMA ANDERSON

Latin Club, 1, 2; Girl Reserves, 2, 3, 4.



VIVIAN ANDERSON

Operetta, 2, 3; Glee Club, 2, 3; Girl Reserves, 3, 4.



KEITH ANDREWS

Argentinean Staff, 2, 3.

JOSEPHINE ASHLOCK

Latin Club, 1; Girl Reserves, 3, 4; Typing Squad, 3, 4.



FRANCES ASHREN

Girl Reserves, 3.

ELLA MAE ATHERTON

Girl Reserves, 2, 3, 4, officer 4; Student Council, 4; Operetta, 4; Glee Club, 4; Campfire, 1; Senior Play.



CHARLES BAKER

Argentinean Staff, 2; Operetta, 4; Glee Club, 4; Senior Play.

ONONDAS BARTLEY

Girls' "A" Club, 4; Girl Reserves, 2, 4.

Argentinean

MARIE BEEMONT

Argentinean Staff, 2, 3.



JEWELL BROWNE

Operetta, 2, 3, 4; Glee Club, 2, 3, 4; Girl Reserves, 2, 4.



ZELMA BROWN

Girl Reserves, 4; Wyandotte High School French Club, 2, 3; Debate Club, 2.



DOROTHY BRUCE

Annual Staff, 4; Girl Reserves, 2, 4; Service Club, 4; National Honor Society.



CARL BURGARD

Football, 3, 4; Art Club, 2; "A" Club, 3, 4.



GLADYS BURNS

Annual Staff, 4; Junior Play, 3; Press Club, 2, 3, 4; Argentinean Staff, 2, 3, 4; Latin Club, 1, 2; Booster Club, 3; Officer, 4; Girl Reserves, 2, 3, 4; Officer, 3; Typing Squad, 2; Class Officer, Secretary, 3.



ELLEN CALLAGHAN

Girl Reserves, 3, 4; Art Club, 1, 2.



PAUL CAMPBELL

Football, 1, 2, 3, 4; Annual Staff, 4; Press Club, 2, 3, 4; Track, 3, 4.



FLOYD CHILDERS

Football, 2, 3, 4; "A" Club, 2, 3, 4; Basket Ball, 1, 2, 3; Track, 1, 2, 3; Orchestra, 3, 4.



ARTHUR CHISHAM



Argentinean

DOROTHY CHRISTINE

Art Club, 1, 2, 3; Senior Play.



DORA CLARK

Annual Staff, 4; Operetta, 4; Glee Club, 4; Glee Club, 4; Girl Reserves, 3, 4; National Honor Society.



LOUIS CORREA



HUBERT DANIELS

Latin Club, 2; National Honor Society.



HELEN DAVIS

Latin Club, 1, 2; Girl Reserve, 2, 3, 4.



EDNA DULIN



JAMES DUNN

Operetta, 1; Glee Club, 1.



THELMA EARL

Junior Play, 3.



MILDRED EASLEY

Junior Play, 3; Latin Club, 1; Girl Reserves, 2, 3, 4.



GEORGE FOGLESONG

Football, 3, 4; Baseball, 1; "A" Club, 4; Pep Club, 3, 4; Basketball, 2; Hi-Y, 1; Track, 2; Orchestra, 2, 3; Band, 2.



AHS

AHS

Argentinean

DOROTHY FULTZ

Operetta, 2, 4; Glee Club, 2, 4; Girl Reserves, 2, 3, 4; Senior Play.



HAROLD GIECK

Football, 2, 3, 4; Track, 4; "A" Club, 4; Annual Staff, 4; Hi-Y, 3; Press Club, 2, 3, 4; Argentinean Staff, 2, 3, 4; Quill and Scroll, 3, 4; Latin Club, 1; Operetta, 4; Debate Squad, 4; Baseball, 1; Motion Picture Operator, 3; Glee Club, 4; National Forensic League, 4; Student Council, 4; Service Club, 4; Oratorical Contest, 4.

LYLE GRAYVATT

Baseball, 1; Annual Staff, Editor, 4; Junior Play, 3; Press Club, 2, 3, 4; Argentinean Staff, 2, 3, 4; Quill and Scroll, 3, 4; Latin Club, 1; Student Council, 2, 3; Service Club, 4; Motion Picture Operator, 4; National Honor Society.



JOAN HAGEMANN

Art Club, 2; Girl's "A" Club, 4; Latin Club, 1, 2; Girl Reserves, 2, 3, 4; Campfire, 1.

LILLIAN HALE

Annual Staff, 4; Operetta, 3, 4; Glee Club, 3, 4; Girl Reserves, 2, 3, 4.



THELMA HANEY

Art Club, 1, 2, 4; Annual Staff, 4; Latin Club, 1; Operetta, 4; Glee Club, 4; Girl Reserves, 3, 4; National Honor Society.

HAZEL HARDINE

Art Club, 1, 2; Girl Reserves, 2, 3, 4.

Hazel Hardine



MAURICE HARRIS

Art Club, 2; "A" Club, 3, 4; Pep Club, 3, 4; Annual Staff, 4; Golf, 3, 4.

LOIS HARRISON

Latin Club, 1, 2; Girl Reserves, 2, 3, 4.



ANNA HEDRICK

Argentinean

EUGENE HENNINGER

Latin Club, 1; Operetta, 2, 3, 4; Glee Club, 2, 3, 4.



PAULINE HUFF

Annual Staff, 4; Press Club, 2, 3, 4; Argentinean Staff, 2, 3, 4; Booster Club, 4; Girl Reserves, 2, Cabinet, 3, Treasurer, 4; Student Council, 3, Secretary, 4; Service Club, 4; Debate Squad, 2, 3; Typing Squad, 2, 3; Class Officer, Secretary, 1; Senior Play.

JOHN INNES

Football, 1, 2; Captain, 3, 4; Baseball, 1; Art Club, 2; "A" Club, 2, 3, President, 4; Annual Staff, 4; Basket Ball, 1, 2, 3, 4; Track, 1, 3; Student Council, 4.



HORACE JOHN

Football, 1, 2; Baseball, 1; Art Club, 3; "A" Club, 3, 4; Annual Staff, Advertising Manager, 4; 2, 3; Tennis, 3, 4; Press Club, 2, 3, 4; Argentinean Staff, 2, 3, 4; Advertising Manager, 4; Latin Club, 1; Track, 1, 4.

CHARLES JOHNSON

Baseball, 1; "A" Club, 2, 3, Secretary, 4; Pep Club, 2, 3, 4; Annual Staff, 4; Junior Play, 3; Basket Ball, 1, 2, 3, 4; Press Club, 2, 3, 4; Argentinean Staff, 2, 3, 4; Quill and Scroll, 3, Vice-President, 4; Golf, 2, 3, 4; State Champions, 3; Service Club, 4; Motion Picture Operator, 4; National Athletic Honor Society, 3, 4; Track, 4; National Honor Society.



FRED JOHNSON

Football, 1, 2, 3, 4; "A" Club, 2, 3, 4; Pep Club, 2, 3, 4; Annual Staff, 4; Press Club, 2, 3, President, 4; Argentinean Staff, 2, 3, 4; Quill and Scroll, 3, 4; Golf, 2, 3, 4; Student Council, 4; Service Club, 4; Debate Squad, 4; Oratorical Contest, 3, 4; National Athletic Honor Society, 3, 4; Class Officer, President, 4, Treasurer, 2; National Forensic League, 4; National Honor Society.

GROVER JOHNSON

Baseball, 1; "A" Club, 2, 3, Vice-president, 4; Pep Club, 2, 3, 4; Annual Staff, 4; Basket Ball, 3, 4; Press Club, 2, 3; Treasurer, 4; Argentinean Staff, 2, 3, 4; Quill and Scroll, 3, President, 4; Golf, 2, 3, 4; State Champions, 3; Student Council, 1, 2, 3, 4; Athletic Society, 3, 4; Class Officer, President, 2, Vice-President, 4; National Honor Society.



KENNETH KERR

Football, 3, 4; Baseball, 1; "A" Club, 4; Basket Ball, 1, 3; Track, 1, 4.

MARGARET KEYES

Art Club, 1, 2, 3; Operetta, 4; Glee Club, 4; Girl Reserves, 1, 2, 3, 4.



CLARANUS LAKE

Operetta, 4; Glee Club, 4; Girl Reserves, 2, 3, 4; Orchestra, 2, 3, 4.

Argentinean

HOWARD LASWELL

Football, 3; Pep Club, 3, 4; Annual Staff, 4; Junior Play, 3; Latin Club, 1; Operetta, 4; Glee Club, 4; Student Council, 4; Cheer Leader, 4.



ROBERT LATTIN

Baseball, 1; Pep Club, 2; Vice-President, 3; Treasurer, 4; Operetta, 4; Glee Club, 4; Student Council, 3; Senior Play.



LE ROY LATTIN

Football, 3, 4; Baseball, 1; "A" Club, 4; Pep Club, 2, 3; President, 4; Annual Staff, 4; Argentinean Staff, 2, 3, 4; Student Council, 3, 4; Service Club, 4; Typing Squad, 4; Orchestra, 1, 2, 3; Band, 1; Class Officer President, 3; Senior Play.



MARJORIE LAYMAN

Latin Club, 1; Operetta, 4; Glee Club, 4; Girl Reserves, 2, 4; Typing Squad, 3.



ELIZABETH LEATON

Annual Staff, 4; Junior Play, 3; Press Club, 2, 3, 4; Quill and Scroll, 3; Secretary, 4; Latin Club, 2; Booster Club, 4; Girl Reserves, 2, 3; Student Council, 4; Service Club, 4; Argentinean Staff, 2, 3, 4; Senior Play, O. C. A. Club Prize.



FLORENCE LEHMAN

Girls' "A" Club, 4; Service Club, 4.



NORMA LINTON

Girls' "A" Club, 2, 3; President, 4; Booster Club, 3; Vice-President, 4; Girl Reserves, 4; Student Council, 4; Service Club, 4.



ADRAIN LOOMIS

Art Club, 2.



MARY LONG

Latin Club, 1; Service Club, 4.



FRED LOVELACE

"A" Club, 3, 4; Pep Club, 3, 4; Annual Staff, 4; Hi-Y, 3; Tennis, 3, 4; Press Club, 2, 3, 4; Argentinean Staff, 2, 3, 4; Latin Club, 1, 2; Operetta, 4; Glee Club, 4.



Argentinean

CLYDE MAMIE

Football, 3, 4; Baseball, 1; "A" Club, 4; Basket Ball, 3; Operetta, 4; Glee Club, 4.



NORMAN MASON

Glee Club, 2.



MARGARET McGUIRE

Operetta, 3, 4; Glee Club, 3, 4; Girl Reserves, 2, 3, 4.



ELVA MILLER

Cheer Leader, 4; Latin Club, 2, 4; Service Club, 4; Girl Reserves, 2; Annual Staff, 4; Senior Play; National Honor Society.



DAVID MITCHELL

Football, 3; Art Club, 4; Pep Club, 4; Annual Staff, 4; Operetta, 3, 4; Glee Club, 3, 4; Music Contest, 3.



THELMA MARTIN

Annual Staff, 4; Operetta, 4; Booster Club, 4; Glee Club, 4; Girl Reserves, 2, 3, 4; Student Council, 3; Class Officer, Treasurer, 3, Secretary, 4.



HOMER MAYO

Basket Ball, 2, 3, 4; Hi-Y, 2, 3; Track, 4; Orchestra, 1, 2, 3; Class Officer: Vice-President, 1; St. Joseph Central High School Band, 2, 3.



HORACE McKESSICK

Football, 4; Basket Ball, 1; Baseball, 1; Operetta, 4; Glee Club, 4; Senior Play.



LEON MINNIX

Art Club, 1, 2; Annual Staff, 4; Junior Play, 3.



FEENY MITCHELL

Football, 4; Junior Play, 3; Press Club, 2, 3, 4; Argentinean Staff, 2, 3, 4; Business Manager, 4; Quill and Scroll, 3, 4; Annual Staff, 4; Student Council, 4; Service Club, 4; Debate Squad, 4; Oratorical Contest, 3, 4; Latin Club, 2, 3; Hi-Y, 3; Tennis, 4; National Forensic League, 4.



Thelma Martin

AHS

AHS

Argentinean

HELEN MIZE

Girl Reserves, 2, 4.



KATHLEEN MONSCHE

Girls' "A" Club, 3;
Girl Reserves, 4.



ROSE MOORE

Turner High School;
Glee Club, 1; Operetta,
1; Argentine: Service
Club, 4; Girl Reserves,
3; National Honor So-
ciety.



EILEEN MORSE

Junior Play, 3; Press
Club, 2, 3; Argentine
Staff, 2, 3; Latin Club,
1; Operetta, 2, 3, 4;
Booster Club, 3, 4; Glee
Club, 2, 3, 4; Girl Re-
serves, 2, 3, 4; Debate
Squad, 4; Music Contest,
2, 3, 4; Forensic League,
4.



VERNA OHRMUNDT

Argentine Staff, 2, 3,
4; Annual Staff, 4;
Booster Club, 4; Press
Club, 3, 4; Girl Reserves,
2, 3, 4; Student Council,
2, 3; Service Club, 4;
Typing Squad, 2, 3; Or-
chestra, 1; Class Officer,
2.



VICTOR PACHECO

Football, 1, 2; Art
Club, 3; Basket Ball, 1,
2, 4; Track, 1, 2, 3, 4;
Gill High School, Vice-
President, 4.



ROBERT PAYNE

"A" Club, 2, 3, 4; Pep
Club, 2, 3, 4; Annual
Staff, 4; Junior Play, 3;
Basket Ball, 2, 4; Glee
Club, 2, 4; Track, 1, 2,
3, 4.

Robert Payne



RUTH PRICE

Typing Team, 3, 4;
Argentine Staff, 2, 3, 4.



ERMA PRUITT

Girl Reserves, 4.



IRENE PRUITT

Argentine Staff, 2, 3;
Annual Staff, 4; Latin
Club, 1, 2; Girl Reserves,
2, 3, 4; Service Club, 4.



LILLIAN PRUITT

Art Club, 1; Annual
Staff, 4; Argentine
Staff, 2, 3, 4; Quill and
Scroll, 3, 4; Latin Club,
2; Girl Reserves, 3, 4;
Service Club, 4; Typing
Squad, 2, 3.



LOUISE REED

Art Club, 2; Girl Re-
serves, 3, 4.



Argentinean

MARIE REED

Annual Staff, 4; Press Club, 3, 4; Argentinean Staff, 2, 3, 4; Latin Club, 1; Booster Club, 4; Girl Reserves, 2, 3, 4; Campfire, 1; Junior Play, 3; Senior Play; National Honor Society.



ROSENA ROGERS

Wyandotte High School: Latin Club, 1; Argentine: Annual Staff, 4; Glee Club, 4; Girl Reserves, Secretary, 2, 4; Student Council, 4; Operetta, 4.



LOUIS SCHIEBEL



PAUL SELLER

Art Club, 1, 2.



THEO. SPAULDING



VERA STEWART

Art Club, 1, 4; Annual Staff, 4; Press Club, 3, 4; Argentinean Staff, 2, 3, 4; Latin Club, 1, Secretary, 2; Girl Reserves, 2, 3, 4; Typing Squad, 2, 3.



CHRISTINA REISACKER

Annual Staff, 4; Press Club, 2, 3, 4; Argentinean Staff, 2, 3, 4; Quill and Scroll, 3, Treasurer, 4; Girl Reserves, 2, 3, 4; Service Club, 4; National Honor Society.



JUNE SAILS

"A" Club, 3, 4; Pep Club, 3, Secretary-Treasurer, 4; Annual Staff, Business Manager, 4; Junior Play, 3; Hi-Y, 4; Tennis, 3; Press Club, 2; Vice-President, 3, 4; Argentinean Staff, 2, 3; Editor, 4; Quill and Scroll, 3, 4; Latin Club, President, 1, 2; Operetta, 4; Glee Club, 4; Track, 2; Student Council, 1, President, 4; Service Club, 4.



VELMA SCHULTZ

Wolvin High School, Texas City, Texas: Girl Reserves, 1; Pep Club, 1; Argentine: Booster Club, 3, President, 4; Girl Reserves, 2, 3, 4; Student Council, 4; Orchestra, 2; Service Club, 4.



MARJORIE SIMMONS

Annual Staff, 4; Press Club, 3, 4; Argentinean Staff, 2, 3, 4; Operetta, 2, 3; Girl Reserves, 2; Glee Club, 2, 3.



JAMES STEPHEN

Football, 3; Operetta, 4; Glee Club, 4; Track, 1, 2, 3, 4; Class Officer Vice-President, 3.



BENJAMIN STOTT

Football, 4; Latin Club, Vice-President, 1; Operetta, 3; Glee Club, 3; Cheer Leader, 2, 3.



*Good Luck
Benjamin*

Argentinean

RUBY SUMNER

Latin Club, 1, 2; Girl Reserves, 2, 3, 4.



SHIRLEY SWEETZ

Art Club, 1, 2; Annual Staff, 4; Argentinean Staff, 2, 3, 4; Latin Club, 2; Girl Reserves, 4; Student Council, 1, 4; Service Club, 4; Typing Squad, 3, 4; Librarian, 3, 4; Class Officer, President, 1; National Honor Society.

MARGARET TAYLOR

Girls' "A" Club, 4; Girl Reserves, 2, 4.



KARL THOMAS

Football, 4.

MARGARET THOMAS

Latin Club, 1, Treasurer, 2; Operetta, 3, 4; Glee Club, 3, 4; Girl Reserves, 2, 3, President, 4; Student Council, 4; Service Club, 4; Music Contest, 3; Librarian, 2, 3; National Honor Society.



JUANITA TUSH

Latin Club, 1, 2; Operetta, 4; Glee Club, 4; Girl Reserves, 2, 3.

CLARENCE VAN GOSSEN

Music Contest, 2; Typing Squad, 2.



JEWELL WATERS

"A" Club, 3, 4; Operetta, 4; Glee Club, 4; Golf, 3; Sailor Boy.

FRANCES WHITE

Girl Reserves, 2, 3; Student Council, 3; Service Club, 4; Gorgas Medal, 3; Class Officer, Treasurer, 4; National Honor Society.



MELBA WILLIAMS

Leavenworth High School, Art Club, 1; Glee Club, 1; Operetta, 1; Argentine Operetta, 2; Glee Club, 2.

HELEN WRIGHT

Argentinean Staff, 2; Latin Club, 1, 2, 4; Operetta, 3, 4; Girl Reserves, 2, 3, 4; Service Club, 4; Music Contest, 3; Orchestra, 1, 3, 4; Band, 4; National Honor Society.



MANUEL ZARAZUA

Officers

Officers of the Class of 1931 since it entered Senior High.

1930-'31

President	Fred Johnson
Vice-President	Grover Johnson
Secretary	Thelma Martin
Treasurer	Frances White
Cheer Leader	Howard Laswell
Sponsors	Miss Frances Taylor, Mr. V. E. Timmins

1929-'30

President	LeRoy Lattin
Vice-President	James Stephans
Secretary	Gladys Burns
Treasurer	Thelma Martin
Cheer Leader	Ben Stott

1928-'29

President	Grover Johnson
Vice-President	Verna Ohrmundt
Secretary	Marie Reed
Treasurer	Fred Johnson
Cheer Leader	Ben Stott

Class of 1932



First Row—Anderson, Foster, Dowell, Maxwell, Childers, Sudduth.
 Second Row—Eisman, Gibbons, Pratt, Bruce, Gillespie, Berns, Dorrell, C. Craig, Jenkins, B. Craig, Clayton Cooper.
 Third Row—McCauley, Beatrice Sherry, Browning, Hammer, Hewitt, Cash, Clyde Cooper, Bender.
 Fourth Row—Ash, Bernice Sherry, Harris, Buck, Franklin, Fisher, Beach, Loetel.
 Fifth Row—Gray, Carr, Ellerman, Reed, Campbell, Lillich, Gould, Christian.
 Sixth Row—Haas, Gibbs, Boice, Harmon, Bishop, Fuller, McCullough, Dye, Morris, Hull.

Argentinean

Class of 1932

Officers

President.....	Glenn Wise
Vice-President.....	Betty Haas
Secretary.....	Clyde Cooper
Treasurer.....	Eleanor Smith
Cheer Leader.....	Blanche Sackman
Sponsors.....	Miss Cora Luce, Mr. A. W. Brown



First Row—Knapp, Stockton, Olson, J. Smith, Smeltzer, Tabberer, R. Middleton, C. Middleton, Ortega.
 Second Row—Innes, Sirridge, Palmer, Rupard, South, Sackman, Moberly, Sheppard, Pyle, Wise, Tansey, Rogers, Thomas, Rowland.
 Third Row—Amayo, Redwine, Petry, Mason, Taylor, Saler, Wolf, Steffens.
 Fourth Row—Miller, Reynolds, E. Smith, Nagel, Weaver, Young, White, Wildman.
 Fifth Row—Woolard, Shores, Mahr, Marlow, Madison, Miles, Ricks, Savage, Thornton.

Class of 1933



First Row—Adams, Miller, Denny, Ford, Menegay, Derrington, Bateson, Belshaw.
 Second Row—Haas, Parkinson, Larkin, Gomez, McCulley, Merry, Frye, Dix, Abbott, Carpenter, Bruce, Petty, Hutchinson.
 Third Row—Long, F. Pruitt, Offutt, McHenry, Kerr, Metz, Hankins, Cathey, Bohner.
 Fourth Row—G. Anderson, Murphy, McKee, Prather, Lusk, Henney, Hughes, House, Larson.
 Fifth Row—Matney, Landon, Beer, Monsche, Lee, B. Anderson, Pursley, Hull, Doolittle.

Class of 1933

Officers

President.....	Helen Huff
Vice-President.....	Stephen Hankins
Secretary-Treasurer.....	Herbert Haas
Cheer Leader.....	Robert Thomas
Sponsors.....	Mr. F. S. Hoover, Miss Edna Barnes



First Row—Cronin, Baker, Bolt, Derringer, Bader, E. Hale, Fisher, Gilyeat.
 Second Row—Girten, G. Cooper, Bristow, Fritz, Arnold, Burton, Burgard, Haag.
 Third Row—Brown, Adams, Hedrick, Badeker, Gravatt, Benlon, Hall, Barton.
 Fourth Row—Blair, T. Haney, Conrad, M. Cooper, Ashlock, Etter, Bender, Goerlich.
 Fifth Row—Hagemann, Eike, R. Haney, Gunn, Huff, Glass, Berger, Culp, Dunlap.
 Sixth Row—Anderson, Easter, Gates, Frye, Clark, Allen, Crockett, Berry, Brannan, Hills.



First Row—Waters, Thomas, S. Reed, Van Brunt, Siglor, Olsene, Scott, Sinclair.
 Second Row—Woods, Williams, Rogers, Robbins, Zarazua, Madison, Payne.
 Third Row—Shutran, Tipps, Rodriguez, Shane, Trent, Peterson, Kerr, J. Reed, Ketchum, Timmerman.
 Fourth Row—Schoonheart, M. Wells, Webster, Reynolds, Van Gosen, White, Spencer, Shane, Troupe, L. Johnson.
 Fifth Row—Wilhelm, Verhamme, Solar, Seller, Weyant, K. Wells, Willard, Sherer, Rose Kelley.

Argentinean

Ninth Grade



First Row—Bastel, Crisam, Crew, D. Beasley, Baker, Daniels.
 Second Row—Deaner, Campbell, E. Clark, L. Beth, Durham, Bartel.
 Third Row—Bryan, Browning, Cathey, Watson, Fisher, Coddrell, Andrews, P. Buckman.
 Fourth Row—Frick, Grill, Elliot, Barr, Duthoo, Cowperthwait, Dobson, Beavers, Decker.
 Fifth Row—Boice, H. Buckman, Darnell, M. Clark, Benezette, H. Beth, Brown, Butcher, Freeman, Coons.
 Sixth Row—Delaplaine, Dunn, Craig, Dishman, Foster, Eisman, Brier, Anderson, Bawn, E. Beasley.

Officers

President.....	Floyd Harris
Secretary-Treasurer	Elizabeth Browning
Cheer Leader.....	James Crew
Sponsors.....	Mr. J. C. Shankland, Miss Letha Clewell



First Row—Goebel, Hewitt, Lenhart, P. Innes, Hall, R. Loomis, Loiler, Metz.
 Second Row—Holden, I. Loomis, F. Kendall, Lattin, Green, Zarazua, Gilmore, Wing, Haag.
 Third Row—Hughes, Johnson, K. Long, Keyes, Gartin, Hartegan, J. Kendall, Kelso.
 Fourth Row—Kelly, Gurlich, Hoover, Hultz, Gross, Larson, Jordan, Heckman, Hedrick, Loetel.
 Fifth Row—O. Long, Huyck, Henney, Halcomb, Jameson, Gould, Harris, E. Johnson, Harmon, Haney, Cain.

Argentinean

Ninth Grade



First Row—Mason, Rider, Moberly, Mavity, McGee, McFaden.
 Second Row—Roth, Saler, L. Rice, Prince, F. Smith, Reith, H. Madison, Phipps.
 Third Row—Mayden, Riggins, Miller, Sheppard, Meade, McDaniels, McCloud, Merwin, Paine, McCauley.
 Fourth Row—Mejia, Sherry, Mayo, T. Madison, V. Rice, Mankin, Shores, Rives, Moore, Price.

The ninth grade is the largest class this year. It has an enrollment of 190 students.

This year the freshman party was held in the new gymnasium, early in the spring. Relay and sack races were the games that were played. A reading was given by Margaret Foster and Junior Hoover sang a solo. The refreshments were served in the cafeteria.



First Row—Scott, Williams, Vanderwiele, B. Taylor, Small, McGee, Wilson, R. Tush.
 Second Row—Wilhelm, E. Thomas, Wheeler, Tipton, Vaughn, Winningham, Wing.
 Third Row—Vervaecke, D. Thomas, Watson, Jewell, G. Tush, G. Taylor, Vergot, Wells.

Argentinean

Eighth Grade



First Row—Derrington, Deweese Hall, Buck, Brady, Chisham, Gordon, Eckman.
 Second Row—Hultz, Hootman, F. Collins, Frary, Bradley, Brickey, Gower, Myers, Benlon.
 Third Row—Campbell, Bastel, Cantrell, Davidson, Gray, Durham, M. Collins, Hiatt, Babcock.
 Fourth Row—Caudle, Boyd, Bell, Freese, Anderson, Hattley, Carr, Hutchinson, Franklin, Hawk.
 Fifth Row—Harris, Belshe, Adams, Anderton, Heatherton, Fuller, Compton, Beemont, Holland, Griffin.

Officers

President	Jack Fuller
Vice-President.....	Irwin Jenkins
Secretary	Eugene Hiatt
Treasurer	Mabel Collins
Cheer Leaders.....	Donald Powell, Marie Martin
Sponsors.....	Mr. E. A. Moody, Miss Lillian Jessup



First Row—Taylor, Moberly, Nixon, Irey, Richardson, Griffith, Taylor, Bryan, Matthews.
 Second Row—Magenat, Comley, Menegay, Woolworth, Lovell, Jenkins, Landon, McGee, Howe.
 Third Row—Jones, Hall, Martin, Macleod, Ladenburger, McDonald, Dargan, Lovelace, Pooker, Minnex.
 Fourth Row—John, Killmer, Hares, Fox, McCarty, Lapham, Duluard, Reed, McHenry, Martinas, Jirik.
 Fifth Row—May, Morgan, Crossley, Allen, Haney, Miller, Powell, Tush, Leslie.

Argentinian

Eighth Grade



First Row—Stice, Seabo, Studdard, E. Walker, Richardson, Williams.

Second Row—Smith, Trueblood, H. Servos, West, Worthington, Wheeler, Reynolds, D. Walker, Walton.

Third Row—Shannon, V. Servos, Woolard, Mankin, Weber, Thomas, Watson, Warrington.

Fourth Row—Stroud, Redwine, Stephen, Thomas, Taylor, Snyder, Wilson, Wiseman.

The eighth grade is the smallest class in the junior high school this year. This is because the accelerate group misses this grade entirely.

Donald Powell, a member of the eighth grade, won first place in the cornet division at St. Louis, in a music contest sponsored by the Missouri Federation of Music. He also won first place in bugling in a Boy Scout convention, which was held at Ottawa.

Seventh Grade



First Row—Cornwell, Henninger, Bottemley, Curran, Hopkins, Denny, Atkinson, Hall, Bean, Appleton.

Second Row—Cox, Durre, Burk, Hutson, Frank, Billups, Bessie, Cash, Carpenter, Forbes.

Third Row—Betty Cash, Hastings, Besser, Baker, Dillon, Numbers, Green, Bounds.

Fourth Row—Coons, Barton, Hogan, Butler, Childs, Moore, Cathey, Cooper, Golclasure, Darnell, Arnold, Greenwood.

Fifth Row—Gillespie, Buchanan, Edge, Baird, Beaird, Hagemann, Fleming, Dishman, Gallup, Brewer, Crockett, Beasley, Gieck.

Argentinean

Seventh Grade



First Row—Taylor Smith, McGinty, Rogers, Martin, Winningham.
 Second Row—Weir, Letellier, Horton, McGuffin, Gibson, Shaubaug, Mayder, Noernberg.
 Third Row—Stiles, Reynolds, Leonard, Nolte, Fisher, Ketchum, Kirkpatrick, Tanner.
 Fourth Row—Morris, Jesse, Lynch, Metz, Phillips, Melburn, Johnson, Offutt, J. Porter.
 Fifth Row—Lampe, McKnight, Liston, Lehman, Miller, R. Porter, Keyes, McKee, Middleton, Nalley.
 Sixth Row—Murphy, Norman, Menegay, Monroe, Moore, McBride, Davidson, Chisam, Doolittle, Post, Masterson, Goebel.

Officers

President	Richard Schwitzgebel
Vice-President	Jane Thomas
Secretary-Treasurer	Mirian Weir
Cheer Leaders	Dorothy Hall and Jack Post
Sponsors	Mr. J. H. Nicholson, Miss Edith Delaney



First Row—Winningham, Rockhold, J. Thomas, Nicholson, Reagan, Williams, Robinson, Vogt, Stevens.
 Second Row—Sproat, Weaver, Rutledge, Tibbitt, Van Brunt, Sheriff, B. Ritter, D. Taylor, Toatman.
 Third Row—L. Taylor, Singleton, Schleicher, Smith, Thorstenberg, Thayer, Stewart, Smith, South.
 Fourth Row—Stephenson, E. Ritter, Stone, Schiebel, Rupard, Schwitzgebel, H. Thomas, M. Thomas, Rogers.
 Fifth Row—Rice, Saler, Rives, Seals, Stoker, Wire, Harold Wildman, Saultz, Herbert Wildman, Westfall.

Argentinian

Senior Class

Anderson, Irene
Anderson, Selma
Anderson, Thelma
Anderson, Vivian
Andrews, Keith
Ashlock, Josephine
Ashren Frances
Atherton, Ella Mae
Baker, Charles
Bartley, Onondas
Beemont, Marie
Brown, Zelma
Browne, Jewell
Bruce, Dorothy
Burgard, Carl
Burns, Gladys
Callaghan, Ellen
Campbell, Paul
Childers, Floyd
Chisham, Arthur
Christine, Dorothy
Clarke, Dora E.
Correa, Louis
Daniels, Hubert
Davis, Helen
Dulin, Edna
Dunn, James
Earl, Thelma
Easley, Mildred
Foglesong, George
Fultz, Dorothy
Gieck, Harold
Gravatt, Lyle
Hagemann, Joan
Hale, Lillian
Haney, Thelma

Hardine, Hazel
Harris, Maurice
Harrison, Lois
Hedrick, Anna
Henninger, Eugene
Huff, Pauline
Innes, John
John, Horace
Johnson, Charles
Johnson, Fred
Johnson, Grover
Kerr, Kenneth
Keyes, Margaret
Lake, Claranus
Laswell, Howard
Lattin, Le Roy
Lattin, Robert
Layman, Marjorie
Leaton, Elizabeth
Lehman, Florence
Linton, Norma
Long, Mary
Loomis, Adrain
Lovelace, Fred
Mamie, Clyde
Martin, Thelma
Mason, Norman
Maxwell, Wallace
Mayo, Homer
McGuire, Margaret
McKissick, Horace
Miller, Elva
Minnix, Leon
Mitchell, David
Mitchell, Feeny

Mize, Helen
Monsche, Kathleen
Moore, Rose
Morse, Eileen
Ohrmundt, Verna
Pacheco, Victor
Payne, Robert
Price, Ruth
Pruitt, Erma
Pruitt, Irene
Pruitt, Lillian
Reed, Louise
Reed, Marie
Reisacker, Christina
Rogers, Rosena
Sails, June
Schiebel, Louis
Schultz, Velma
Seller, Paul
Simmons, Marjorie
Spaulding, Theo.
Stephens, James
Stewart, Vera
Stott, Benjamin
Sumner, Ruby
Sweezy, Shirley
Taylor, Margaret
Thomas, Karl
Thomas, Margaret
Tush, Juanita
Van Gosen, Clarence
Waters, Jewell
White, Frances
Williams, Melba
Wright, Helen
Zarazua, Manuel

Junior Class

Achenbach, Curtis
 Amayo, Joe
 Anderson, James
 Ash, Dorothy
 Beach, Blanche
 Bender, Louis
 Berns, Elbert
 Bishop, Nadine
 Boice, Wilma
 Browning, William
 Bruce, Harold
 Bruce, Murrel
 Buck, Neil
 Campbell, Kathryn
 Carr, Florence
 Cash, Elmer
 Childers, Bernice
 Childers, Leonard
 Chisham, Arthur
 Christian, Doris
 Clark, Theodore
 Cooper, Clayton
 Cooper, Clyde
 Craig, Bernard
 Craig, Charles
 Dorrell, Calvin
 Dowell, Glenn
 Dye, Mary
 Eisman, Frederick
 Ellerman, Helen
 Fisher, Lillian
 Foster, Thomas
 Franklin, Nora
 Fuller, Paul
 Gaither, Edgar
 Gibbons, Elda
 Gibbs, Mildred

Gillespie, Joe
 Girtten, Bruce
 Gould, Gladys
 Gray, Earl
 Haas, Betty
 Harmon, Mary Eileen
 Harris, Vinita
 Hewitt, Dorothy
 Hiatt, Clifford
 Hull, Kenyon
 Innes, Robert
 Jenkins, Lowell
 Knapp, Howard
 Lake, Audrey
 Lester, Harry
 Lillich, Eva
 Loetel, Charles
 Madison, Billie
 Mahr, Fred
 Marlow, Naomi
 Mason, Hazel
 McCauley, Helen
 McCullough, George
 McKee, Richard
 Middleton, Clarence
 Middleton, Robert
 Miles, Virginia
 Miller, Juanita
 Moberly, Alberta
 Morris, Harold
 Morrison, Wilma
 Nagel, Faye
 Olson, Adolph
 Ortega, Harry
 Paine, Clyde
 Palmer, Jewell

Petry, Louise
 Phalp, Margaret
 Pratt, John
 Pyle, Benny
 Redwine, Jeanelle
 Reed, Margarette
 Reynolds, Margaret
 Rogers, Elton
 Rowland, Russell
 Rupard, Paul
 Sackman, Blanche
 Saler, Lucile
 Savage, June
 Sheppard, Eunice
 Sherry, Beatrice
 Sherry, Bernice
 Shores, Bessie
 Sirridge, Catherine
 Smeltzer, R. V.
 Smith, Eleanor
 Smith, Jim
 South, Beulah
 Steffens, Charles
 Stockton, Harvey
 Sudduth, Robert
 Tabberer, Arthur
 Tansey, Charles
 Taylor, Maxine
 Thomas, Kenneth
 Thornton, Maxine
 White, Calvin
 Wildman, John
 Wise, Glenn
 Wolf, Junior
 Woodruff, Estel
 Woolard, Glendoulia
 Young, Derald

Argentinean

Sophomore Class

Abbott, Albert
Adams, Filbert
Adams, Mary Louise
Allen, Ralph
Anderson, Charles
Anderson, Glenn
Anderson, William
Arnold, Fern
Ashlock, Edna
Bader, Anna Mae
Badeker, Delphine
Baker, Edgar Lee
Barton, Josephine
Bateson, August
Beer, Robert
Belshaw, Lewis
Bender, Anna
Benlon, Florine
Berry, Paul
Bird, Haily
Blair, Theresa
Bohner, Joe
Bowlm, Vivian
Brannen, Neta Jane
Bristow, Wayne
Brown, Beverly
Bruce, Robert
Burgard, Beatrice
Burger, Raymond
Burton, Kathleen
Bush, Clifford
Campbell, Rita
Carpenter, Chester
Cathey, Charles
Caudle, Arthur
Clark, Janet
Conrad, Geneva
Cooper, Geneva
Cooper, Mariwilla
Correa, Rosa
Cronin, Katherine
Culp, Russell
Denny, William
Deringer, May Belle
Derrington, Clyde
Dix, Nathan
Doolittle, Randall
Dunlap, Delmer
Dunn, Teresa
Easter, Nell
Eike, Mildred
Etter, Josephine

Fisher, Reeves
Ford, Waybern
Fritz, Roy
Fry, Robert
Frye, Bernice
Gates, Lois Anne
Gilyeat, Wal De Lee
Ginten, Delores
Glass, Edythe
Goerlich, Elizabeth
Gomez, Ladislade
Gravatt, Jewell
Gunn, Alpheretta
Haag, Grace
Haas, Herbert
Hagemann, Junior
Hale, Esther
Hall, Juanita
Hammer, Murray
Haney, Marjorie
Haney, Robert
Hankins, Stephen
Henney, Edward
Hill, Dorothy
Hills, Lorene
House, Arthur
Huff, Helen
Hughes, George
Hull, Raymond
Hutchison, William
Johnson, Louis
Kelley, Donald
Kerr, Loren
Kerr, Warren
Ketchum, Maurice
Landon, Helen Ruth
Larkin, Dorothy
Larson, Raymond
Lee, Annabel
Long, Priscilla
Lusk, William
Madison, John
Madl, Gerald
Marsh, Dorothy
Martin, Dorothy
Matney, Helen
McCulley, Louise
McHenry, Dorothy
McKee, Harold
Menegay, Glen
Merry, Helen
Metz, Marguerite
Miller, Wayne

Monsche, Mary Lou
Murphy, Elmer
Offutt, Helen
Olseene, Robert
Parkison, Inez
Pearson, Lee Roy
Petty, Charles
Prather, Orval
Pruitt, Florence
Pursley, Ruth
Reed, Joe
Reed, Samuel
Reynolds, Martha
Ricks, Julien
Robbins, William
Rodriguez, Jesus
Rogers, Vernon
Rose, June
Russell, Elsie
Russell, Ruby
Saler, Olive
Scherer, Esther
Schoonheart, Clara
Scott, Edward
Seller, Donald
Shane, Charles
Shane, Christine
Shartran, Le Roy
Sigler, Myron
Spencer, Helen
St. Clair, Harlow
Stiles, Fred
Thomas, Robert
Timmerman, Charles
Tipps, Lowell
Trent, Glen
Troupe, Claudine
Van Brunt, Thurman
Van Gosen, Gladys
Verhamme, Irma
Waters, James
Weaver, Milford
Webster, Mary Ruth
Wells, Kenneth
Wells, Marjorie
Weyant, Ernest
White, Ruth
Wilhelm, Bernice
Willard, Rose
Williams, Gilbert
Woods, Kenneth
Zarazua, John

Ninth Grade

Anderson, Russell
 Andrews, Dale
 Baker, George
 Bard, Melvin
 Barr, Madge
 Bartel, Matthew
 Bastel, Julius
 Beasley, David
 Beasley, Elden
 Beavers, Carl
 Benzette, Frank
 Beth, Helen
 Beth, Lloyd
 Boice, Russell
 Boice, Willard
 Bond, Richard
 Brill, Helen
 Browne, Edwin
 Browning, Elizabeth
 Brush, Alfred
 Bryon, Esther
 Buck, Eileen
 Buckman, Harold
 Buckman, Paul
 Butcher, Rex
 Campbell, Fay Dora
 Cathey, Waneta
 Chisam, Roland
 Clark, Elsie
 Clark, Marie
 Cogdill, Mildred
 Collins, Florence
 Coons, Carl
 Cowperthwait, Anna Belle
 Craig, Millicent
 Crew, James
 Crockett, Louis
 Daniels, William
 Darnell, Margaret
 Deaver, Alfred
 Decker, Glenn
 Deleplaine, Olive
 Dishman, Pearl
 Dobson, Minnie
 Drier, Leonard
 Dunn, Roberta
 Dunn, Willard
 Durham, Floyd
 Duthoo, Mary
 Eisman, Martha
 Elliott, Evelyn
 Fisher, Walter
 Foster, Margaret
 Freeman, Harry
 Frick, Joe
 Fultz, Margaret
 Gartin, Ivan
 Gilmore, Abner

Goebel, Margie
 Goerlich, Helen
 Gomez, Isidoro
 Gould, Maxine
 Green, Orville
 Gross, Dorothy
 Haag, Harry
 Halcomb, Dick
 Hall, James
 Haney, Edward
 Harmon, Mary
 Harris, Floyd
 Hartegan, William
 Heckman, Charles
 Hedrick, Melvin
 Henney, Edna
 Hewitt, Mildred
 Holden, Jane
 Hoover, Junior
 Hughes, Margaret
 Hultz, Mildred
 Huyck, Edith
 Innes, Peter
 Jameson, Frances
 Jewell, James
 Johnson, Donald
 Johnson, Emleen
 Jordon, Arline
 Kane, James
 Kelly, Gertrude
 Kelso, Charles
 Kendall, Florence
 Kendall, James
 Keyes, Wilby
 Larson, Evelyn
 Lattin, Leonard
 Lehman, Louis
 Lenhart, Gertrude
 Loetel, Alfred
 Loiler, Harold
 Long, Kenneth
 Long, Opal
 Loomis, Ervin
 Loomis, Ralph
 Macleod, Harley
 Madison, Mary
 Madison, Twanette
 Maes, George
 Manion, Ludwig
 Mankin, Doretha
 Mason, Robert
 Mavity, Britton
 Mayden, Carrie
 Mayo, Nedra
 McCauley, Bud
 McDaniel, Florence
 McFaden, Ida Celeste
 McGee, Katherine

McGee, Le Roy
 Meade, Stephen
 Mejia, Mary
 Merwin, Bernice
 Metz, James
 Millert, Julius
 Mitchell, Billie
 Moberly, Glynn
 Moore, Joe
 Morrison, Catherine
 Paine, Agnes
 Peterson, Paul
 Phipps, Helen
 Planzer, Blanche
 Price, Leveta
 Price, Maxine
 Prince, Frank
 Reith, Alice
 Rice, Lloyd
 Rice, Violet
 Rider, John
 Riggins, Gertrude
 Rives, Charles
 Robinson, Jaunetta
 Roth, Harold
 Saler, Frank
 Scott, Mary
 Sheppard, Emerson
 Sherry, Irene
 Shores, George
 Small, Dorothy
 Smith, Erlene
 Smith, Frances
 Smithmier, Dorothy
 South, Irene
 Standley, Roy
 Stevens, Nellie Mae
 Stewart, James
 Taylor, Albert
 Taylor, Bessie
 Taylor, Gene
 Thomas, Dorothy
 Thomas, Edna
 Tipton, Florence
 Tush, Glen
 Tush, Richard
 Vandewiele, Katherine
 Vaughn, Virginia
 Vergot, Paul
 Vervaecke, Mary
 Watson, Margaret
 Wells, Leo
 Wheeler, Dorothy
 Wilhelm, Emmogene
 Williams, Jewell
 Wilson, Dale
 Wing, Robert
 Winningham, Dorothy

Argentinean

Eighth Grade

Adams, Hazel
Allen, Leigh Robert
Anderson, Helen
Anderson, Melvin
Babcock, Bernard
Bastel, Esther
Beemont, Jack
Bell, Laura Lee
Belshe, Robert
Benlon, Darwin
Booher, Kenneth
Boyd, Fern
Bradley, Lorene
Brady, James
Brickey, Harold
Bryan, Ralph
Buck, Richard
Campbell, John
Cantrell, Edna
Carr, Geraldine
Caudley, Mae Virginia
Chisam, Melvin
Collins, Lyle Mable
Comley, Hazel
Compton, Gene
Crossley, Gladys
Dargan, Louise
Davidson, Mary
Derrington, Mable
Deweese, Irene
Dickinson, Leo
Dickinson, Rollie
Drollinger, Mirel
Duluard, Lawrence
Durham, Jean
Eckman, Chett
Fox, Pauline
Franklin, Ben
Frary, Leola
Freese, Marion
Fuller, Jack
Gieber, Richard
Gordon, Raymond
Gower, Clarence
Gray, Dorothy

Green, Jack
Griffin, Berdeen
Griffin, Dennis
Hall, Harold
Hall, Margaret
Haney, Marion
Harris, Dale
Hattley, Tonnie
Hawk, Kenneth
Hayes, Leola
Heatherton, Richard
Hiatt, Eugene
Holland, Dora
Hootman, Ralph
Hultz, Arthur
Hutchison, Edward
Irey, Ralph
Jenkins, Irvin
Jirik, Frank
John, Gordon
Johnson, Helen
Jones, De Forest
Killmer, Riley
Ladenburger, Oleita
Landon, Francis
Lapham, Wanita
Leslie, Alonzo
Lovelace, Dorothy
Lovell, Willene
Macleod, Elma
Magnenat, Mary
Martin, Marie
Martinez, Harlinda
Matthews, Dan
May, Junior
McCarty, Evelyn
McDonald, William
McGee, Juanita
McHenry, Virginia
McMullen, Edward
McNeeley, Madeline
Menegay, Genell
Miller, Delmar
Minnix, Francis
Moberly, Clyde
Morgan, Dewey

Nixon, Vivian
Norwood, Frances
Pooker, Lois
Powell, Donald
Reagan, Elizabeth
Reagan, Ethel
Redwine, Charles
Reed, James
Reynolds, Everett
Richardson, J. D.
Richardson, Maxine
Sebo, Thelma
Servos, Hazel
Servos, Violet
Shannon, John
Shutt, Robert
Smith, Walter
Snyder, Ruth
Steffens, Wesley
Stice, Agnes
Stockwell, Dorothy
Stroud, Anita
Studdard, Gladys
Taylor, Lorene
Taylor, Lillian
Thomas, Edmund
Thomas, Vivian
Trueblood, Evelyn
Tush, Edith
Tuttle, Elsie
Vargas, George
Walker, Dean
Walker, Edwin
Warrington, Edward
Watson, Francis
Weber, Ruth
West, Emma Mae
Wheeler, Willa
Williams, Beulah
Wilson, Clyde
Wintersteen, Mary
Wiseman, Clyde
Woolard, Merle
Woolworth, Theola
Worthington, Emogean

Seventh Grade

Appleton, Shirley
 Arnold, Dean
 Atkinson, Juanita
 Baird, Frances
 Baker, Esther
 Baker, Norma
 Barton, Marion
 Beaird, William
 Bean, Robert
 Beasley, Harold
 Besser, Mary Louise
 Booher, Lucille
 Billups, Maxine
 Bottomley, Betty
 Boucher, Robert
 Brewer, Eugene
 Buchanan, Virginia
 Burke, Mary Louise
 Burton, Marion Katherine
 Butler, Eunice
 Carpenter, Mae
 Cash, Bessie
 Cash, Bettie
 Cathey, Mildred
 Childs, Grace
 Chisam, Lowell
 Colclosure, Lawrence
 Coons, Dorothy
 Cooper, Bernard
 Cox, Maxine
 Crockett, Billy
 Curran, Barbara
 Darnell, Jack
 Davidson, Robert
 Day, Ernest
 Denny, Virginia
 Dillion, Doris
 Dishman, Archie
 Doolittle, Norman
 Durre, Helen
 Edge, Ellen
 Fischer, Henry
 Fleming, Charles
 Forbes, Donald
 Frank, Lois May
 Gallup, Clarence
 Garrett, Calvin
 Gibbons, Ruby
 Gibson, Walker
 Gieck, Joe
 Gillespie, Grace
 Goebel, George
 Green, Helen
 Greenwood, Claude
 Hagemann, Melloy

Hall, Dorothy
 Harris, Dorothy
 Hastings, Joyce
 Henninger, Enid
 Hogan, Denzell
 Hopkins, Vincent
 Horton, Carl
 Hutson, Bessie
 Jessee, Ralph
 Johnson, Lester
 Johnson, Thelma
 Ketchum, Lyman
 Keyes, Emogene
 Kirkpatrick, Raymond
 Lampe, Jack
 Lamphere, Josephine
 Lehman, Dorothy
 Leonard, Clinton
 Letellier, Gerard
 Liston, Sue Emily
 Lynch, Ralph
 Martin, Clifford
 Mason, Fred
 Masterson, Charles
 Mayden, Lawrence
 McBride, Eileen
 McGinty, Paul
 McGuffin, Helga
 McKee, Melvin
 McKnight, Francis
 Meginn, William
 Menegay, Loma
 Metz, Marie
 Middleton, Clem
 Milburn, Margaret
 Miller, Hazel
 Monroe, Myra
 Moore, Doris
 Morris, Huber
 Murphy, Lorraine
 Nalley, August
 Nelson, Bueta
 Nicholson, Louise
 Noernberg, Walter
 Nolty, Ida
 Norman, Lorine
 Numbers, Wayne
 Offutt, Lyle
 Pearl, Alma
 Phillips, Bertha
 Porter, Jack
 Porter, Rosa May
 Post, Jack
 Reynolds, Orlin
 Rice, Marjorie

Ritter, Byron
 Ritter, Evanelle
 Rives, Hazel
 Robinson, Elta
 Rockhold, Virginia
 Rogers, Lester
 Rogers, Willard
 Rupard, Gladys
 Rutledge, Pauline
 Saler, Mildred
 Saultz, Vernon
 Schiebel, Amy
 Schleicher, Benjamin
 Schwitzgebel, Richard
 Seals, De Voine
 Sheriff, Robert
 Shubaugh, Charles
 Singleton, John
 Smith, Geraldine
 Smith, Ruth
 South, Prella
 Smith, Virgil
 Sproat, Mildred
 Stephenson, Helen
 Stevens, Ernest
 Stewart, Leveta
 Stewart, Loretta
 Stiles, William
 Stone, Mary Jane
 Stroker, Charles
 Tanner, Clarence
 Taylor, Donald
 Taylor, Loretta
 Taylor, Robert
 Thayer, Donald
 Thoman, Junior
 Thomas, Hillis
 Thomas, Jane
 Thomas, Murrell
 Thorstenberg, Clarence
 Tibbitt, Eileen
 Van Brunt, Grant
 Vogt, Leo
 Walton, Carl
 Weaver, Mildred
 Weir, Marion
 Westfall, Robert
 Wildman, Harold
 Wildman, Herbert
 Williams, Etta
 Wilson, Rachel
 Winningham, Kathleen
 Winningham, Kenneth
 Wire, Lester



In fitting the student to do his work well, the activities and organizations of school are of great aid. He is just a rough-hewn piece of material that must be placed on the lathe of life and polished to fit his niche in life.

Activities and Organizations

Argentinean

Girls' Glee Club



First Row—Gibbons, Martin, Atherton, Miss Mona Walter (Director), Thomas, Moberly, Haag, Bowlin, Haney.

Second Row—Russell, Layman, Fultz, Blair, Clark, Hale, McGuire, Brown, Spaulding.

Third Row—E. Russell, Hale, Rogers, Eike, Adams (Pianist), Cooper, Tush, Keyes, Lake.

The combined Boys' and Girls' Glee Clubs have done much interesting work this year. Their first appearance was made at one of the regular assemblies. This appearance was in preparation for their next performance, at which they were combined with the glee clubs from the other Kansas City, Kansas, high schools, to present a program for the Kansas State Teachers' Convention, held early in November at Memorial Hall.

They co-operated in presenting the Christmas cantata, "Chimes of the Holy Night"; the Indian operetta, "Lelawala"; and entering solos, quartettes, and choruses in competition with other high schools in the Spring Festival held at Ottawa, Kansas, April 11.

Boys' Glee Club



First Row—Mitchell, Browning, Payne, Menegay, Sails, Stephens, Hull.

Second Row—Thomas, Woods, Baker, Hammer, Lusk, Waters, Henninger.

Third Row—Ketchum, Buck, Wright (Pianist), Miss Mona Walter (Director), Laswell, Pearson, Pratt.

Fourth Row—Bristow, Gieck, Maxwell, B. Craig, Dix, Petty, Cathey, Bohner.

Argentinean

Orchestra and Band



First Row—Mason, Rowland, F. Childers.

Second Row—Peterson, Sudduth, Miller, W. Kerr, Knapp, Reed, Adams, L. Kerr, Ketchum, L. Childers, Shubaugh.

Third Row—Redwine, McHenry, Lake, Baker, Palmer, Powell, King, Berry, Loiler, Wells, Wilson.

The senior high orchestra has a membership of twenty-one. It made appearances in Junior Play and Senior Play, Open House, assembly programs, senior high and junior high commencements, and Music Week.

The band made its debut this year with a membership of eleven. The band played at the New Year's football game and all home basket ball games.

Debate Squad



First Row—Johnson, Mitchell, J. C. Shankland (Coach), Gieck.

Second Row—Wells, Dix, Campbell, Morse.

Third Row—Gould, Gibbs, Huff, Carr, Lillich.

Debate was a popular activity this year. The debate class was large and from it the twelve members for debate teams were chosen. Non-decision debates were held with Osawatomie, Paola, and Haskell Institute. The four debaters who made up the team entered in the Northeast Kansas League, finished in third place. The affirmative team won one debate and lost three and the negative won three debates and lost one. The teams this year debated on the question, "Resolved: That chain stores are socially and economically detrimental to the best interests of the American public." J. C. Shankland was the coach of the debate team.

Argentinean

Art Club



First Row—Ashlock, Drollinger, Davidson, Cantrell, Boice, Derrington, T. Haney, Nixon, Brush.
 Second Row—Cooper, Williams, Bishop, Sewell, Bowlin, Lovell, Regan, Mitchell, Gillespie.
 Third Row—Burton, Miss Maude Hewitt (Sponsor), Coleman, Ladenburger, Studdard, Worthington, Straud, F. Collins, Matney, Stewart.
 Fourth Row—Bell, Kendall, Bird, Frery, Bradley, Lovelace, Dargin, Madison, Doolittle, M. Haney, Taylor.
 Fifth Row—Huyck, McGee, McCarty, M. Collins, Servas, Freese, Hatley, Carr, Worrington, Vergot, Holland.

The idea of the work in art is not to make an artist out of every student enrolled, but to promote a greater interest in art and to create a desire to form high ideals.

Student Council



First Row—J. C. Harmon (Sponsor), Gravatt, Cooper, C. Johnson, Mitchell.
 Second Row—Sails, Lattin, Innes, Wise, Buck, Brady.
 Third Row—F. Johnson, Atherton, Linton, Thomas, Sweezy, Huff, G. Johnson, Leaton, Kayes.
 Fourth Row—Laswell, Browning, Mayo, Stoddard, Richardson, Haas, Fritz, Doolittle, Kirkpatrick.
 Fifth Row—Smith, Rupard, Rogers, Christian, Pursley, Huff, Childers, Fuller, Arnold.

The Student Council was organized about six years ago in order to further school citizenship. To become a member of the Council, a student must be president of any of the various classes and organizations, editor or business manager of either the paper or the annual, captain of any athletic team or a home room chairman.

Officers

President.....	June Sails
Vice-President	Neil Buck
Secretary	Pauline Huff

Advanced Journalism Class



First Row—Gravatt, C. Johnson, John, Lattin.
 Second Row—Sails, Mitchell, F. Johnson, Pruitt, G. Johnson.
 Third Row—Lovelace, Stewart, Sweezy, Leaton, Price, Gieck.
 Fourth Row—Miss Frances Taylor (Sponsor), Reisacker, Reed, Burns, Simmons, Ohrmundt, Huff, Campbell.

EDITORIAL STAFF

Editor, June Sails; Associate Editors, Lyle Gravatt, Elizabeth Leaton.

News Editor, Grover Johnson; Assistants, Florence Carr, Gladys Gould, Fred Mahr, Charles Loetel.

Typing Editor, Pauline Huff; Assistants, June Savage, Lillian Fisher, Maxine Thornton, Dorothy Ash, Eleanor Smith.

Make-Up Editor, Harold Gieck; Assistant, Charles Loetel.

Copy Editor, Christina Reisacker; Assistants, Doris Christian, Marjorie Simmons, Lillian Pruitt, Ruth Price, Eunice Sheppard, LeRoy Lattin, Dorothy Ash, Eleanor Smith, Gladys Gould.

Column Editor, Fred Lovelace.

Art, Shirley Sweezy, Vera Stewart.

Sport Editor, Fred Johnson; Assistants, Charles Johnson, Clyde Cooper, Paul Fuller.

Girls' Sports, Nora Franklin, Mary Dye.

News Broadcasting, Betty Haas, Ruth Price, Gladys Burns, Bessie Shores, Robert Sudduth, Paul Campbell.

Proof Readers, Verna Ohrmundt, Paul Rupard, Bernice Sherry, Hazel Mason, Clyde Cooper, Fred Mahr, Charles Loetel, Florence Carr, Gladys Gould.

Filing Clerks, Marie Reed, Mildred Gibbs.

Morgue Clerks, Lillian Pruitt, Ruth Price.

Photographer, Grover Johnson; Assistant, Arthur Tabberer.

BUSINESS STAFF

Business Manager, Feeny Mitchell; Assistants, Clyde Cooper, Glenn Wise.

Advertising Manager, Horace John; Assistants, Junior Wolf, Estel Woodruff.

Circulation Manager, June Sails.

Exchange Manager, Charles Loetel; Assistants, Clayton Cooper, Theodore Clark.

Subscription Manager, Fred Mahr.

Quill and Scroll Officers

President.....	Grover Johnson
Vice-President	Charles Johnson
Secretary	Elizabeth Leaton
Treasurer.....	Christina Reisacker

"The Argentinean", the school paper, is edited and published by the journalism department twice a month. The students of the beginning class hold no regular staff positions, but help gather news. The second year students are given staff positions and must put in a certain amount of time after school each six weeks. The editor, make-up editor, business manager, and advertising manager are chosen from the advanced class, because those people have had the largest amount of experience.

Argentinean

Second Year Journalism Class



First Row—Woodruff, Clyde Cooper, Tabberer, Fuller, Tansey, Loetel.
 Second Row—Rupard, E. Smith, Gould, Wise, Lillich, Sheppard, Clayton, Cooper.
 Third Row—Fisher, Haas, Ash, Mason, Bernice Sherry, Christian, Franklin, Wolf.
 Fourth Row—Mahr, Carr, Shores, Gibbs, Thornton, Savage, Dye, T. Clark.

The Press Club was organized six years ago in order to stimulate interest in journalism and bring about any betterment to the paper that may be possible.

This year a member of the staff made a special trip to Chicago, Illinois, to get an interview with Sydney Smith, world renowned cartoonist, who created the famous Andy Gump cartoons.

For several years the paper has been rated All-American by the National Scholastic Press Association, and has also won honors in the Columbia University contest.

Officers of Press Club

President	Fred Johnson
Vice-President	Fred Mahr
Secretary	Marie Reed
Treasurer	Grover Johnson

First Year Journalism Class



First Row—Fritz, Miller, Ford, Derrington, Haney, Timmerman.
 Second Row—Conrad, Metz, Barton, M. Reynolds, Burger, Haas, Landon.
 Third Row—Webster, Arnold, Eike, Wells, Brown, Allen, Gates, Frye.
 Fourth Row—Long, M. Haney, C. Anderson, Wilhelm, H. Huff, Culp, Gravatt, Hills, Rose.

Annual Staff



First Row—Lattin, Gravatt, C. Johnson, John.
 Second Row—F. Johnson, Bruce, Sweezy, Campbell, Sails, Payne, G. Johnson, Innes.
 Third Row—Pruitt, Price, Stewart, Burns, Reed, Leaton, Martin, Huff, F. Mitchell.
 Fourth Row—Hale, Rogers, Reisacker, Ohrmundt, Lovelace, Gieck, Laswell, D. Mitchell, Simmons.

This year the Annual contains a new section, featuring creative work of students. Each teacher was asked to contribute to this department of the publication one selection from her classes. A total of 580 yearbooks was printed. Last year The Argentinean placed first in the Kansas State Contest at Manhattan, which was conducted by the Kansas State Agricultural College and Applied Sciences. In the National Contest of the Scholastic Press Association, it won an All-American honor rating.

Lyle Gravatt	Editor	Grover Johnson.....	
Christina Reisacker.....	Associate Editor	Rosena Rogers.....	
Miss Frances Taylor.....	Faculty Advisor	Marie Reed.....	
Le Roy Lattin.....		Robert Payne.....	
Elizabeth Leaton.....		Vera Stewart.....	
Fred Johnson.....		David Mitchell.....	
Pauline Huff.....		Gladys Burns.....	
Grover Johnson.....	Assistant Editors	Marjorie Simmons.....	
Harold Gieck.....		Maurice Harris.....	
Feeny Mitchell.....		Lillian Hale.....	
John Innes.....		Lillian Pruitt.....	
Charles Johnson.....		Irene Pruitt.....	
E'va Miller.....		Ruth Price.....	
Shirley Sweezy.....		Howard Laswell.....	
Thelma Haney.....		Pauline Huff.....	
Carl Burgard.....		Dora Clark.....	
June Sails.....	Business Manager	Dorothy Bruce.....	
Verna Ohrmundt.....	Assistant	Horace John.....	Advertising Manager
		Leon Minnix.....	Assistant

The Annual staff is selected from the members of the senior class.

The industrial theme of the Annual this year was chosen in keeping with the enlargement of the building and the addition of industrial courses to the curriculum—the beginning of changing the school to a technical high school.

Argentinean

Campfire Girls



First Row—Stice, Woolard, Kelley, Miss Ruth Dunmire (Sponsor), Ladenburger, Derrington, Miss Lillian Jessup (Sponsor), Price, McDaniels.
 Second Row—Harmon, Hultz, Huyck, Barr, Appleton, Haney, Clark, Madison, Tipton, West.
 Third Row—Childs, Hastings, McCloud, Watson, Robinson, Dargan, Anderson, Wintersteen, Caudle.
 Fourth Row—Rives, Schiebel, Weber, Durre, Holden, Cox, Taylor, Harris, Stephenson, Monroe.

Approximately twenty-five junior high school girls were members of the Campfire organization this year. The purpose of the Campfire organization is to promote interest in outdoor recreation and group work.

Officers of the Lo-Pe-Ha Group

President.....Pauline Weber
 Vice-President.....Twanette Madison
 Treasurer.....Agnes Stice
 Scribe.....Mary Winterstein

Officers of We-El-Kin

President.....Betty Cash
 Vice-President.....Helen Durre
 Secretary.....Jane Holden
 Treasurer.....Oleita Ladenburger
 Scribe.....Maxine Cox

Trophy Typing Team



First Row—Cooper, Sweezy, Price, G. C. Brink (Instructor), Lattin.
 Second Row—Carr, Woolard, Gould, Scherer.
 Third Row—Savage, Marlow, Ash, Ashlock, Thornton.

From this squad were picked the typing teams, both for speed and accuracy, to compete against the other high schools throughout the state.

Argentinean

Booster Club



First Row—Martin, Leaton, Huff, Smith, Burns, Shultz, Read, Reynolds, Ash, Brown, Mr. J. H. Nicholson (Sponsor).

Second Row—Savage, Marlow, Christian, Linton, Haas, Miles, Boice, Matney, Ohrmundt, Morse, Miss Edith Simon (Sponsor).

The Booster Club is a group of girls organized for the purpose of creating more enthusiasm and interest in athletics and activities of the school.

These girls are outstanding leaders in other organizations of the school. To be eligible for membership in the Booster Club, a girl must not have failed in any subject in high school. The club sponsors an annual hobo day on April 1.

President.....	Velma Schultz
Vice-President.....	Dorothy Ash
Secretary-Treasurer.....	Gladys Burns

Pep Club



First Row—Miss Edith Simon (Sponsor), Wise, Sails, Tabberer, L. Lattin, G. Johnson, C. Cooper, Thomas, Mr. J. H. Nicholson (Sponsor), Payne, C. Johnson.

Second Row—Wolf, Harris, Foglesong, Laswell, Mitchell, Woodruff, Buck, F. Johnson, Fuller, R. Lattin.

The purpose of the Pep Club is to promote enthusiasm for the activities of the school. Twenty members constitute the club membership this year.

President.....	LeRoy Lattin
Vice-President.....	David Mitchell
Secretary-Treasurer.....	June Sails

Argentinean

Girl Reserves



First Row—Eike, Boice, Miles, Martin, M. Cooper, Badeker, Anderson, Brown, Haag.
 Second Row—Hale, Fry, G. Cooper, Hewitt, Hagemann, Barton, Matney, McHenry, Monsche, Hardine.
 Third Row—Lake, Larkin, Gates, Beach, Anderson, Haney, Metz, McCullough, Lillich, Bader.
 Fourth Row—Easter, Clark, Christian, Easley, Davis, Gould, Gunn, Moberly, Earl, Morrison.
 Fifth Row—C. Lake, Harmon, Bishop, Woolard, Keyes, Gibbs, Hill, Gravatt, L. Hale, Long.

Membership in the Girl Reserves Club is open to any senior high school girl who wishes to support the purpose for which the club exists. The club seeks to promote a Christian fellowship in everyday living, to increase the power of leadership, and to create better fellowship among girls.

Officers

President	Margaret Thomas
Vice-President.....	Virginia Miles
Treasurer.....	Pauline Huff



First Row—Price, Sweezy, M. Taylor, Shane, Offutt, Miss Letha Clewell (Sponsor), Miss Bess Wilhite (Sponsor), White.
 Second Row—L. Pruitt, Layman, Stewart, Redwine, Reynolds, Ash, Smith, Ashlock, Atherton.
 Third Row—Schultz, Reisacker, Haas, Palmer, Phalp, Spaulding, Campbell, Z. Brown, Clark, Harrison.
 Fourth Row—Wells, V. Anderson, Bartley, McGuire, I. Pruitt, Rogers, Savage, Wright, Thomas.
 Fifth Row—Carr, Webster, Fultz, Mize, Anderson, Callahan, J. Brown, Shores, Thornton, Sherry.
 Sixth Row—Blair, Conrad, H. Huff, P. Huff, Glass, Reed, Burns, Pursley, Wilhelm, Rose.

Parent-Teacher Association



MRS. T. ROY HOOVER, President

The Parent-Teacher Association this year sponsored the annual reception for the teachers shortly after school opened. Approximately 200 attended this affair. The organization, in conjunction with the Argentine Activities Association, sponsored the dedication of the new gymnasium building, October 30. Chancellor E. H. Lindley, of Kansas University, was the principal speaker on the program. Frank Rushton, president of the Board of Education, formally presented the new building to the community and school. Fred Johnson, president of the senior class, and Mrs. Bertha McMann, librarian, representing the student body and the community, made the responses.

The Community-School banquet, held January 26, in the cafeteria, was sponsored by the Argentine Activities Association and the Parent-Teacher Association. Each organization in the school was represented by students. B. P. McMillen, athletic coach at Kansas State Agricultural College, Manhattan, Kansas, was the speaker.

The annual Founders' Day celebration of the Parent-Teacher Association was held in conjunction with the mid-winter open house. A candle-lighting service was presented by the past presidents of the Parent-Teacher Association.

One of the outstanding features of this year's work was the Mutual Help Committee's service.

The Argentine Activities Association

The Argentine Activities Association is an Argentine civic organization, watching carefully and effectively after the civic development of this part of the city.

Street paving, park development, school development, and all other public improvements, are watched and prompted by this organization.

The organization has as its membership most of the live business men in the community. Meetings are held twice monthly, with the exception of the hot summer months, when a vacation is taken for a two-month period.

The association is non-political and politics is never discussed from the floor at any meeting or given consideration in any other way.

The interests of the organization are wide in their scope. A close relationship is kept with the corporations having plants in this part of the city. It is the policy of the organization to hold out the hand of good fellowship to the men of these institutions and to work with them in all ways possible.

The membership in the Argentine Activities Association is open to any resident in the Argentine district desiring to join. The fee is \$5.00 per year. A paid secretary is kept in the employ of the organization and it is his duty to care for the routine work of the organization. He cares for much of the committee work.

The Argentine Activities Association stands staunchly back of the work of Argentine High School and gives its undivided support to the students.



When the steel worker is balancing himself hundreds of feet above the earth on an I-beam or a girder he must keep his balance of mind and muscle. He is an athlete.

Athletics

The Football Season

Nearly forty men answered the first call. This group settled down to stiff practice for the opening game, which was to be with Osawatomie, October 4. The strength of the team was centered around six letter men. The outcome of the season looked very hopeful until Kansas City, Kansas, was quarantined because of infantile paralysis. The quarantine caused the Osawatomie game to be cancelled and also the Ottawa game, which was to be played October 11. Only five games were left on the schedule when the Osawatomie and Ottawa games were cancelled.

Argentine, 0; Atchison, 6

The Mustangs came closer to winning this game than any other game of the season. The Argentine team outplayed the Atchison eleven in every part of the game, but lost when an Atchison player intercepted an Argentine pass and ran 98 yards to a touchdown. In this game the Mustangs threatened to score several times, but failed.

Argentine, 0; Topeka, 34

The Argentine eleven met their strongest foe when they played the strong and heavy team from Topeka, October 25. The Trojan team scored freely, and only when Topeka had inserted its reserves did the light Mustangs gain. The score at the end of the first half was 28-0.

Argentine, 0; Shawnee Mission, 6.

The Indian team turned the table on the Mustang team this year by defeating the Mustangs 6-0. The game was played on the Indian field in a steady rain.

First Team



First Row—George Holtfrerich (Coach), Lattin, Burgard, Rowland, Stockton, R. Innes, Kerr, Childers, J. Innes, Amayo, J. C. Shankland (Coach).

Second Row—Foglesong, Gieck, Thomas, Browning, Miller, Wise, Johnson, P. Innes, Jenkins, Mamie.



NIGHT GAME ON WYANDOTTE FIELD

Argentine, 0; Wyandotte, 7

This game was the first night game for Coach George Holtfrerich's eleven. During the first half, the Mustangs outplayed the Wyandotte team, but weakened in the second half before the much heavier team.

Argentine, 0; Rosedale, 6

Argentine met Rosedale this year in the annual Thanksgiving Day game on the Mustang field. The Rosedale team scored early on the light Argentine eleven, but did not threaten again. In the fourth quarter the Mustangs reached the Rosedale eleven-yard line, but failed to score.

Second Team



First Row—George Holtfrerich (Coach), Thomas, Browning, Stott, Wise, Menegay, Derrington, Pratt, Miller, P. Innes.

Second Row—Jenkins, Brady, Keyes, Loetel, Ketchum, Chisham, Anderson, Mason, J. C. Shankland (Coach).

Third Row—Middleton, Cathey, Brush, B. Craig.

Argentinean

Football Letter Men



FRED JOHNSON (halfback) made his second letter this year.



JOE AMAYO (fullback) was slowed down considerably by a bad knee, but was always trying hard. He earned his third letter. He will be back next year.



KENNETH KERR (center) earned his first letter this year. He was always ready to go in and do his best. He graduates.



CARL BURGARD (end) was another fine player at end. He was consistent and made his second letter this year. He is a senior.



GEORGE FOGLESONG (halfback) was the best brokenfield runner on the squad. He made his first letter this year. He is a senior.



FLOYD CHILDERS (end) was out a great deal because of injuries, but showed he was a great defensive player when in the game. He earned his second letter. He graduates.



CLYDE MAMIE (halfback) alternated with Foglesong. He showed plenty of fight and spirit. He earned his first letter in football. He graduates.



LEROY LATTIN (guard) was always fighting. Lattin made his first letter in football this year. He is a senior.



HOWARD KNAPP (guard, captain-elect) always kept the team's morale up with his fighting spirit. He again made the all-city team. He will be back next year.



JOHN INNES (Captain) John made his third letter this year. This was his second year as quarterback on the all-city team. He is a senior.



ROBERT INNES (tackle) was always in battling. He made his second letter this year, but he will be a mainstay next season.



HARVEY STOCKTON (tackle) made his first letter this year. He will return next season.



RUSSELL ROWLAND (center) was a good passer and a fine defensive player. He earned his first football letter this year. He will be back as a mainstay next year.



HAROLD GIECK (end) earned his first letter this year. His spirit always kept the gang fighting. He is a senior.



Argentine

Senior High Basket Ball Squad



First Row—Tabberer, Steffens, Payne, Menegay, C. Johnson, Pacheco, Thomas.

Second Row—Woodruff, Shane, Ketchum, Innes, Woods, Eisman, Mr. George Holtfrerich (Coach).

Third Row—Trent, Pyle, Middleton, Dix, G. Johnson, Mayo, Wells.

The Basket Ball Season

The basket ball season started December 8, when forty men reported for the first practice. Coach George Holtfrerich had four letter men and plenty of experienced men, who had not won a letter before, to center a team around, but was unable to find a scoring combination. As the team had only a few weeks to prepare for the first game, the squad was cut early and the first string settled down to hard practice for the Excelsior Springs game. This year's team had a slight advantage over the teams of previous years, being the first to use the new gymnasium. The team had a very stiff schedule this year, playing ten Northeast Kansas League games and several strong non-league teams.

December 16 found the Mustangs journeying to Excelsior Springs, Missouri, to play their first game of the year. The game was won 34-17. Both teams played roughly and raggedly and many fouls were called.

The first league game was played at Topeka against the capital city five. In this game, the Mustangs were unable to score a field goal. The game ended 18-4 in favor of Topeka.

The team entered the district tournament at Olathe, March 13, and drew the Kansas City Catholic High School for the first round game. The Argentine quintet held an 11-0 advantage over the Catholic school in the first quarter, but was soon overtaken and lost the final game of the season, 19-14.

The team showed improvement as the season advanced, one of the finest things that can be shown in any team, whether winning or losing. In the Atchison game, the players changed from a slow, stationary style of offense to a fast style, which proved very effective. The remaining games of the season were very close. The Mustangs won the Shawnee Mission game 22-20, lost to Rosedale twice by scores of 16-15 and 21-20, respectively, and lost the Wyandotte game 27-26.

Argentine

Junior High Basket Ball



First Row—Mr. C. E. Swender (Coach), Walker, Innes, P. Buckman, Mr. J. H. Nicholson (Coach).

Second Row—Heatherton, Ireby, Keyes, Hall, Gomez, Mason.

Third Row—Kane, Hiatt, Bastel, Beth, Brady, H. Buckman.

The Junior High Basket Ball Season

The Junior High School squad worked under a handicap this year, because of the fact that no experienced material was available. Coaches Clyde E. Swender and J. H. Nicholson were both new. The team played its first game after a few days of practice and was defeated by the Rosedale aggregation. A total of eight games was played, two with each of the other city junior high schools: Rosedale Junior, Central Junior, Northwest Junior, and the Wyandotte High School freshmen.

Despite the fact that the Mustang Juniors won no games, they showed true Argentine fight in all of their encounters and gave every opponent a good battle until the game was over.

The team was considerably weakened at the first of the season because of the absence of James Hall, center, who was prevented from further participation in the games because of illness.

This year the junior high school was a member of the all-city junior high school league of Kansas City, Kansas. The other members were Rosedale, Central, Northwest and Wyandotte freshman. For basket ball, the age limit was fixed at 17 years of age and the student had to be passing in all subjects before being allowed to participate in the sport. The same rules as those of the Kansas State High School Athletic Association were used.

The Argentine junior high basket ball schedule:

Argentine..... 4	Rosedale13	Argentine.....10	Northwest20
Argentine..... 4	Wyandotte18	Argentine..... 2	Wyandotte28
Argentine.....12	Central25	Argentine..... 2	Wyandotte15
Argentine..... 2	Rosedale18	Argentine..... 8	Central16

Argentinean

Golf



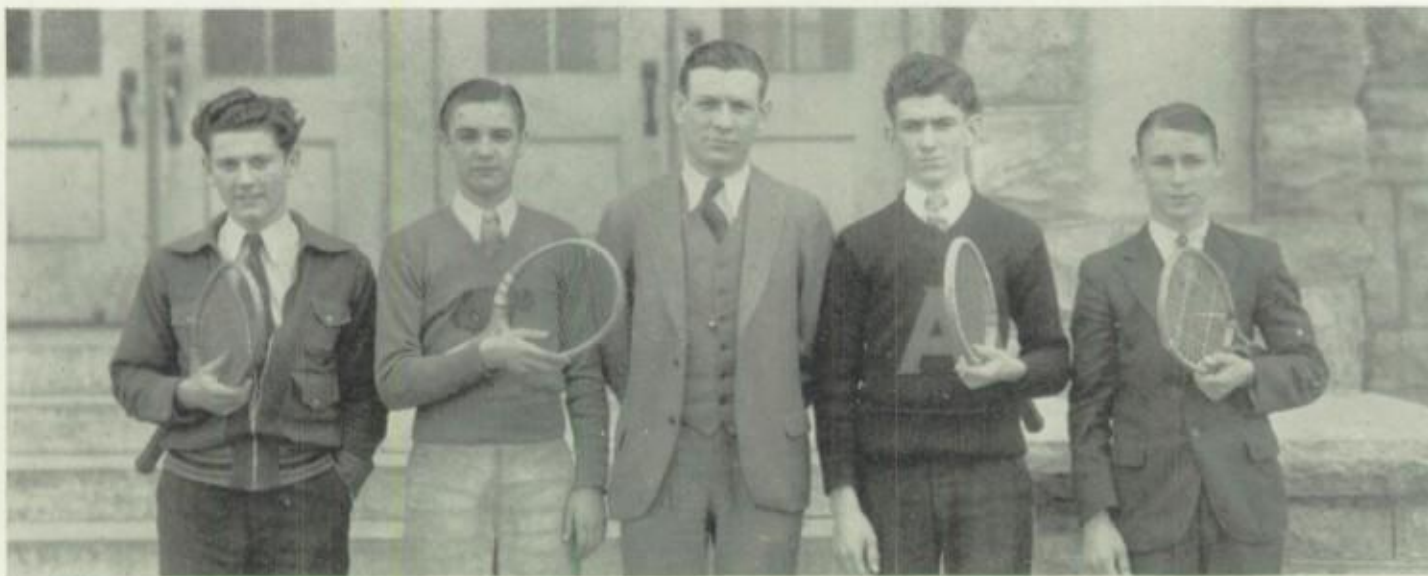
First Row—Waters Mr. George Holtfrerich (Coach), Harris.
Second Row—F. Johnson, C. Johnson, G. Johnson.

With five letter men back from last year's undefeated and state championship golf team, Argentine High School was represented by a strong team in several meets this year. The letter men: Charles Johnson, Maurice Harris, Jewell Waters, Fred Johnson and Grover Johnson.

The team entered several meets this year and played several dual matches. The following are the meets entered: Baker Relays golf tournament at Baldwin, April 23, 24 and 25; Northeast Kansas League meet, May 2, and the state meet held at Emporia, May 15 and 16.

The team last year scheduled nine dual meetings. It won eight and tied one. Grover and Charles Johnson won third and fourth places in the Baker Relays tournament and won the state doubles championship at Manhattan.

Tennis Team



First Row—Sails, Lovelace, Holtfrerich (Coach), John, R. Middleton.

The 1930 team placed third in the Northeast League meet at Topeka, and Horace John, a two-letter man, won the Kansas City, Kansas, city boys' championship last summer. The 1931 team centered around four letter men. The letter men were: Horace John, Robert Middleton, Fred Lovelace, and June Sails. The team entered the Northeast League meet, held in Kansas City, Kansas, and the Baldwin relays.

Boys' "A" Club

The "A" Club is an organization of the young men of Argentine High School, who by their hard efforts, have earned one or more first team letters in any of the outstanding sports: Football, basket ball, baseball, golf, tennis, or track.

The club was founded in 1918 by Coach L. L. Watt and a small group of boys for the purpose of inspiring young men to participate in physical activities; to promote closer relationship between the members of the teams, the coach, the student body, and to help the success of the team in stimulating the interest of the students in true and clean sportsmanship. The letter not only represents the physical and athletic success of the individual, but stimulates courage, ability to think quickly, and understand higher things.

The presentation of a letter depends upon the amount of participation in any first-team games in one season. The receiver of each letter must be approved by the coach and the principal. The receiver of each letter automatically becomes a member of the "A" Club. There are no special requirements as to the amount of playing time in each sport, but the coach recommends the person for a letter.

The club sponsors a banquet each year. The money for this banquet is raised by a picture show and usually a basket ball tournament. The alumni members of the club may attend the banquet as guests.

The initiation of the new members always creates a great deal of interest.

Officers

President	John Innes
Vice-President	Grover Johnson
Secretary-Treasurer	Charles Johnson



First Row—Mr. George Holtfrerich (Coach), Steffens, C. Johnson, Pacheco, Payne, John, Kerr, R. Innes.
 Second Row—Waters, Sails, Knapp, Thomas, Lovelace, Rowland, Burgard, Stockton, Childers.
 Third Row—Foglesong, Trent, Gieck, Innes, F. Johnson, Mamie, Middleton, Harris, G. Johnson.

Girls' "A" Club



First Row—Miss Ruth Dunmire (Sponsor), Bartley, Hagemann

Second Row—Fisher, Taylor.

Third Row—Lehman, Monsche, Linton.

For every game in which a girl plays she is given a certain number of points. When the total of one thousand points has been earned, she becomes a member of the Girls' "A" Club.

The girls' sweaters this year are dark blue, trimmed with gold and with a gold "A" on the front.

Volley ball, basket ball, baseball, tennis, and archery are some of the sports which make up the girls' athletics in the high school. Any girl, with the exception of seventh grade, can participate in any of the girls' activities. Each year, interclass basket ball, volley ball, and baseball tournaments are held.

Miss Ruth Dunmire, gymnasium instructor, is sponsor of the group.

Officers

President	Norma Linton
Vice-President.....	Onondas Bartley
Secretary.....	Kathleen Monsche
Treasurer.....	Joan Hagemann



GIRLS' THIRD HOUR GYMNASIUM CLASS IN CALISTHENICS LINE UP

The spring activities included archery, baseball, deck tennis, and tennis. During archery practice, hikes were taken to the archery range at the Edison school. The teams organized earlier in the year were given points for winning games.

Tap dances, pyramids, flag drills, light apparatus work, and folk dances took up much time. These were in preparation for the gymnasium show, the main feature of the annual Open House.

The various classes dressed according to their dances or other performances. Beach pajamas, Russian costumes, and gymnasium suits were represented in the dances. Rompers were worn for apparatus work.

The crowning of the May Queen by the Girls' Athletic Association was held as in former years. Hazel Hardine '31 was chosen May Queen. Her attendants were Virginia Miles '32 and Beatrice Burgard '33.

Girls' Volley Ball Teams



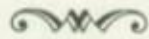
First Row—Miller, Fisher, Franklin, Dye, Bender, Hagemann, Palmer, Bartley.

Second Row—Moore, Martin, Lehman, Ashlock, Monsche, E. Pruitt, Blair, Barton, Mason.

Third Row—Hale, Brown, Sackman, Miles, Boice, Gunn, Easter, Haney.

Three teams participated in the interclass tournament this year, the sophomore, junior, and senior. Each team was defeated once. The sophomore was defeated by the junior; the junior, by the senior, and the senior, by the sophomore.

School Songs



GOLD AND BLUE

Argentine, Argentine, is the high school
Where we learn and are taught the Golden Rule.
To be fair to the foe is the one great motto,
Of this high school in Argentine
So with loyal hearts we sing,
Our sincere tribute we bring,
To honor with one thought and voice.
The high school of our choice.

Chorus

Now you laddies, lassies, listen,
It's Argentine,
Argentine, with its colors so true,
We are thinking of you always,
Dear Argentine.
Argentine with its Gold and Blue,
It's our pride upon the hillside,
Where we work with will and win,
Now you laddies, lassies, listen,
It's Argentine, Argentine, that will make all things spin.

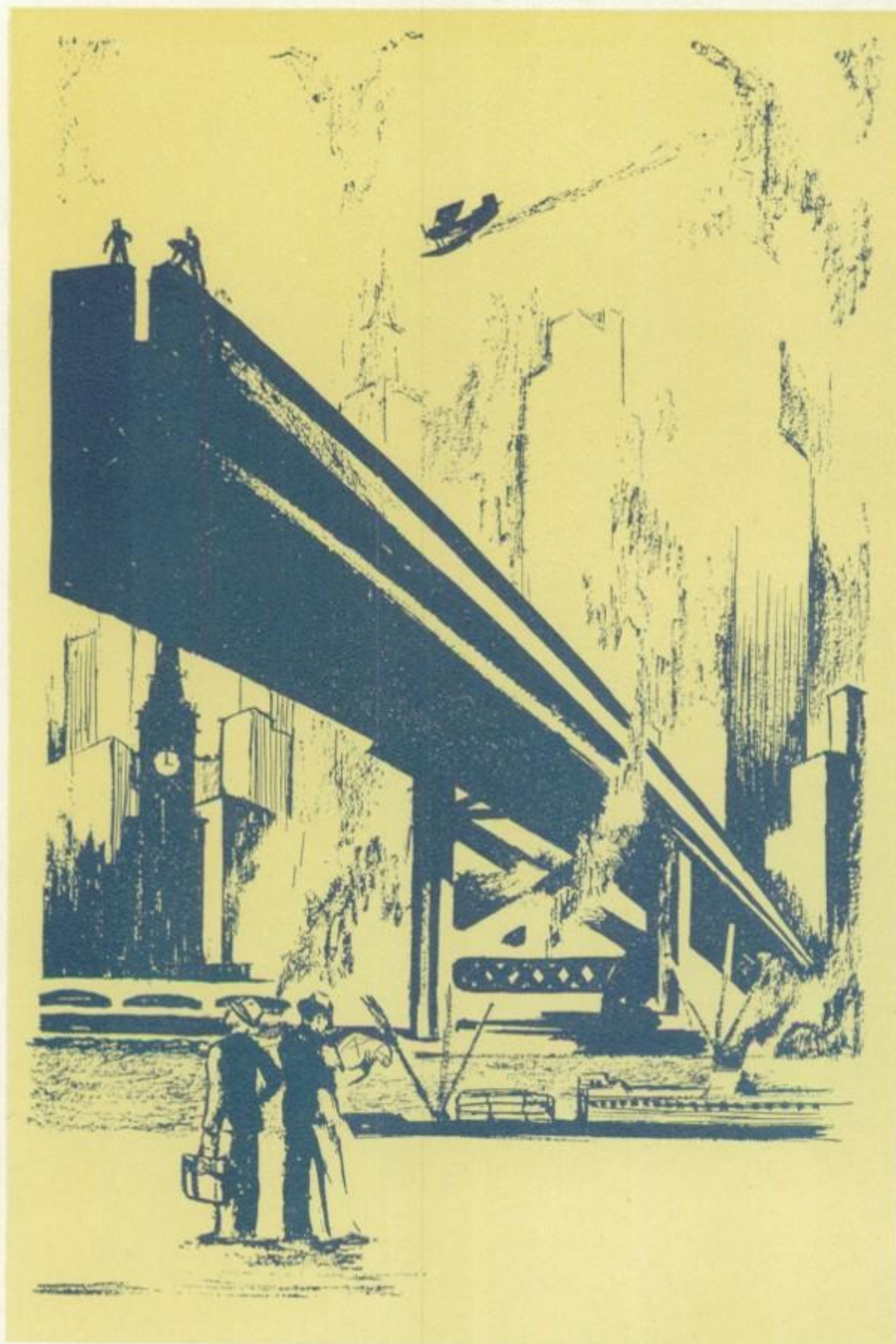
COCK-A-DOODLE-DO SONG

Cock-a-doodle-do, I'm for Old Argentine;
I am proud of it and so,
I will crow and crow and crow;
Cock-a-doodle-do, I'm for Old Argentine:
And I'm crowing, for I'm growing
In Old Argentine.

ARGENTINE STEIN SONG

Sing to dear Old Argentine,
Fight for the Gold and Blue,
Stand and let us honor our school,
Let every loyal Mustang sing,
Sing with all our heart and soul,
Eyes always toward our goal;
Keep this one and only motto,
Be fair and honest to our foe.

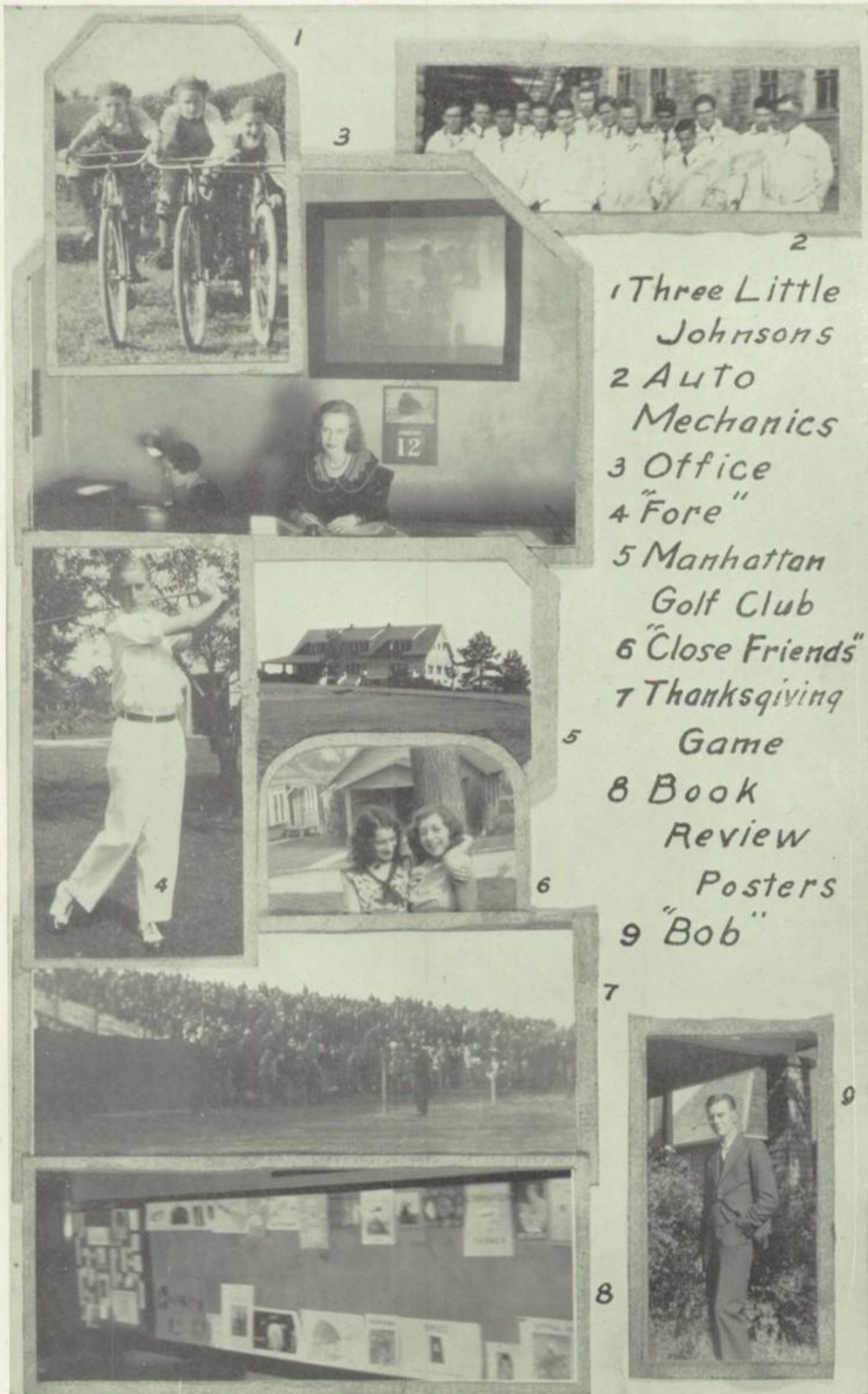
HELEN WRIGHT



The industrial field offers many opportunities to the person who has originality—the one who can see ahead and think things out, therefore, schools are trying to encourage students in the field of creative work.

Features and Creative Work

Argentinian

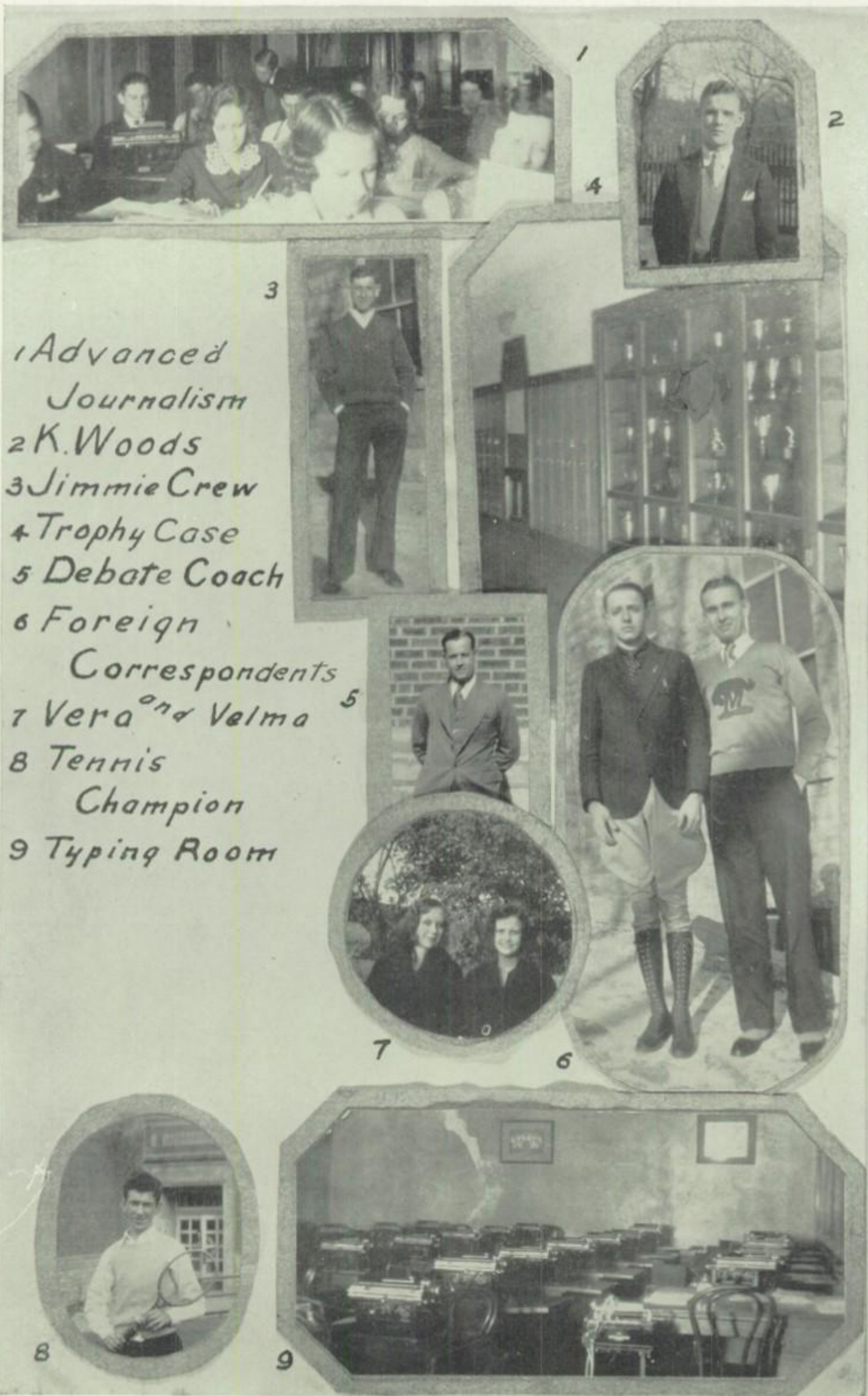


- 1 Three Little Johnsons
- 2 Auto Mechanics
- 3 Office
- 4 "Fore"
- 5 Manhattan Golf Club
- 6 "Close Friends"
- 7 Thanksgiving Game
- 8 Book Review Posters
- 9 "Bob"

AHS

AHS

Argentinian



1 Advanced Journalism
 2 K. Woods
 3 Jimmie Crew
 4 Trophy Case
 5 Debate Coach
 6 Foreign Correspondents
 7 Vera^{and} Velma
 8 Tennis Champion
 9 Typing Room

AHS

AHS

1931

Argentinian



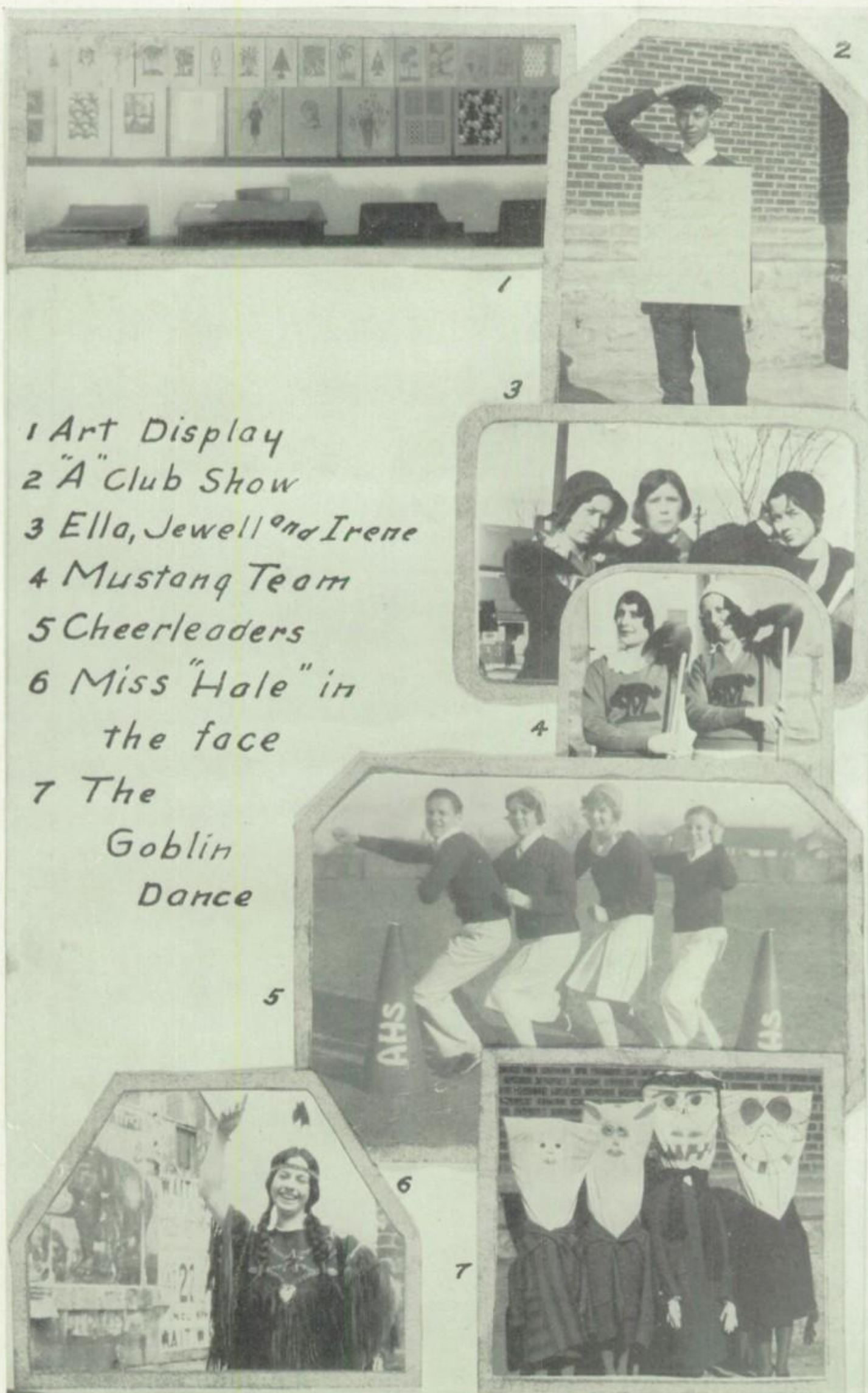
OPERETTA

- 1 Chief Wokomis
- 2 Headliners
- 3 Daniel Boone Jr.
- 4 Lelawala
- 5 The Red Coats are Coming
- 6 Lord Tatler

AHS

AHS

Argentinian



- 1 Art Display
- 2 "A" Club Show
- 3 Ella, Jewell and Irene
- 4 Mustang Team
- 5 Cheerleaders
- 6 Miss "Hale" in the face
- 7 The Goblin Dance

AHS

AHS

1931

INTERVIEW WITH SIDNEY SMITH BY PAUL CAMPBELL, ADVANCED JOURNALISM.

This interview won first place in the State Contest conducted by the University of Kansas, and first place in the state in the National Contest conducted by the Quill and Scroll, International Honorary Society for High School journalists.

"Don't Be Cartoonist" Advises Sidney Smith

His Ambition Was to Be World's Greatest Artist

Creator of Andy Gump Keeps Three Months Ahead on Drawings for Sunday Papers.

"How do you do Mr. Smith, how do you feel today?"

"Not very good," replied Mr. Sidney Smith, well known cartoonist and originator of "Andy Gump," to an Argentinean representative. "My best dog just died, my son just got fired, and I just got word my mother-in-law got over the lock-jaw. Aside from that, everything is O. K."

"When I was young, I wanted to be an artist, the greatest artist that ever lived. When I would see a painting, I would always say, 'I can do better than that.' I had high ideals all right, but one day I drew a picture of a schoolmarm when I was supposedly studying. She caught me, much to my surprise, and said, 'Go home, young man! You are fit for nothing but a cartoonist'."

He went home and told his father what the teacher had called him.

Father Thinks Title Is Curse

"Thinking this was a curse," he said, "my father became very angry. He did not change his decision until he looked up the word cartoonist. Its meaning was found to be: (An Artist)."

"Well, this made my father look at things differently and I returned to school."

"No, Goliath will never grow up," he said in reply to a question. "There is no use of having him grow up."

"If he did, that would be like the father who asked his son why he didn't learn to write better and he said, 'Well if I learned to write better, you would want me to learn to spell better.' That is just like the public. Give it one thing, it asks for another. It doesn't know what it wants."

Uncle Bim Will Stay Single

"No, I don't think Uncle Bim is going to get married, but you never can tell what he is going to do."

"In drawing cartoons like this, you have to keep the public in suspense all the time. Keep it wondering what is going to take place next, then fool it."

"I have drawn all kinds of cartoons for the papers but it wasn't until sixteen years ago that I started into a new field by drawing 'Andy Gump.' I realized that we needed something of continuity, something where the true phases of life could be brought out, something that I could bring jokes into but that would still keep the public interested and in suspense."

Off hand, Mr. Smith named twenty-nine characters that have appeared so far in "Andy Gump."

When Mr. Smith was asked what advice he could give high school students he said, "Tell them to be anything but a cartoonist!"

Tries to Hide From Public

Mr. Smith has a one-room studio away from his main offices in the Tribune Tower, Chicago. He says he tries to sneak away from the public, but a few people still outwit him and find him anyway. Neither his name, address or telephone number appears in the telephone directory. One has to be rather tricky to come in personal contact with him, but his mail still reaches him and he has pictures to prove it. On one occasion he received eighty-five thousand letters in one day.

He intended to answer personally each letter he received, but estimated that to answer all these letters that covered over half of his small one-room studio would cost him \$2,500, so he changed his mind.



Drawn for "The Argentinean"

Much Work in Making Cartoons

"There is much work about something like this, that other people do not realize," he said. "I have to keep three weeks ahead on the daily cartoons for the paper and three months ahead on my Sunday issues. Sometimes I can sit here in my 'sneak-away' and finish six cartoons, while other times, I can sit here and won't even finish one."

His father wanted him to be a dentist but Sidney decided that the pen was less painful than the forceps and with monumental crust, he set forth on a personally-conducted, one-man art lecture tour of the country, playing Sunday Schools and saloons impartially, taking fees ranging from feeds to five dollars. He learned what made people "tick."

Gets Job On Exchange of Insults

Some years later, he went to a managing editor of a Pittsburgh paper and said with beautiful directness, "Do you want a cartoonist?"

"How in thunder do I know you are a cartoonist?" challenged the managing editor, and Sid came back, "How in thunder do I know you're a managing editor?" This exchange of insults won him a \$25-a-week job. The Gumps became the widest-read comic on earth, and earned more than a million dollars in ten years for their creator. But money and fame haven't changed Sid Smith. Sid will let a big deal slide to catch a good story and keep bankers waiting while he invents balloons of conversations for his Gump family. Just a cartoonist, but the most successful, best-known and most-loved on earth.

* * *

Transportation in America

BY MARIE BEEMONT, ERMA PRUITT AND FLORENCE LEHMAN, BUSINESS SCIENCE

The whole story of transportation may be summed up in five words—man, animal, boat, wheel and power.

Primitive man carried his possessions on his back. Then he learned to domesticate wild animals and use them for beasts of burden. Later he learned the use of the litter. Next came the making of sledges with crude solid wheels not very round, then carts with two wheels, carts with four wheels and from that to carriages, coaches and wagons. These vehicles made better roads necessary.

Communities of early times were developed along the water ways. First, man rode logs downstream, then he found that by hollowing the log out, he could ride more comfortably and carry more with him. The birch bark canoe could be carried over land and used in different waters. Other methods of water transportation were by galley boats, sailing vessels and sloops. The next step forward was the invention of the steamboat and the motor boat. The first steam boat seems very crude when compared to the palatial ocean liner of today.

The first railroad was the Baltimore and Ohio which started operation in 1829. John Stevens was called "The Father of American Railroads." The first locomotives were very slow, crude and uncertain and had to be improved greatly before being of much use for transportation. Today the railroads afford the safest and surest means of transportation by land and are used more extensively for long distances than any other method. We now have electrically propelled locomotives replacing many of the steam-propelled.

Automobiles were at first just carriages with motors attached and were called "horseless carriages." During the last twenty-five years, automobiles have been greatly improved. Now they are beautiful of line, luxurious and comfortable. The automobile is used for short distances more than any other means of transportation.

From very early times man has tried to develop mechanical means of flying but in 1908 the Wright brothers had the first real success with the airplane.

The World War advanced the use of the airplanes and they have been used extensively in the last five years. Colonel Charles Lindbergh was the first to make a non-stop flight from New York to Paris. Dirigibles and larger planes are making the flight now. It may be that soon we shall have regular ocean travel by airplane.

MISS GRACE DALE, Instructor.

Pride Wins

A MORALITY PLAY BY DORA CLARK, TWELTH GRADE ENGLISH

(Written in imitation of "Everyman," a fifteenth century play)

CHARACTERS

Student	Tardiness
Pride	Knowledge
Ignorance	Promptness
Study	Knowledge's Cousin

Scene—Hall of any school. Student and Pride are talking together as the curtain opens.

Student (complaining to Pride)—I don't see why some people have to be so terribly snobbish.

Pride—What's the matter, now?

Student—When I was going down the hall with Tardiness and Ignorance, I passed Knowledge and Promptness. They were standing together but they weren't talking so I spoke to them. They just stared at me as if I were the dust under their feet and didn't even answer me.

Pride—Who did you say was with you?

Student—Tardiness and Ignorance were walking with me.

Pride—Oh! That is the reason that they snubbed you. You see, Knowledge loathes Ignorance and Promptness abhors Tardiness.

Student—What has that to do with me?

Pride—You know that old saying, "Birds of a feather flock together." They would naturally think that you would be like your companions.

Student (angrily)—If that is the way they feel—

Pride—Don't be that way about it. Look at it from the right angle. Ever since you have been chums with Ignorance and Tardiness you haven't been accomplishing anything at school. You never have your lessons prepared. You are always late to class. It does you no good to come to school because you never know what the teacher is talking about.

Student (reluctantly)—I guess you're right. But what can I do about it? I can't tell my friends that I won't go with them. It would hurt their feelings.

Pride—You will have to do something very soon or I won't stand it any longer. I can stand a lot but some things are too much. Now that you realize what kind of companions they are if you don't get rid of them you needn't expect me to be your friend.

Student (despairingly)—I don't know what to do.

Pride—I have an idea! You know Study, Knowledge's cousin, don't you? (Student nods.) Knowledge thinks that anyone who is Study's friend is just all right. If you tried you could make friends with Study. Why don't you try?

Student (interestedly)—How could I do it?

Pride—Find out if Study will be home tonight and call on her if she is home.

Student—I will. Here come Ignorance and Tardiness now. Will you stay here with me while I tell them that I can't go with them tonight?

Pride—Certainly.

(Ignorance and Tardiness come up, arm in arm.)

Ignorance—Well, if that there ain't old Stude!

Tardiness—What time were we supposed to meet you?

Student—About ten min—

Ignorance (interrupting)—Who's your snooty friend? Why don't you introduce her and us?

Student—This is my friend Pride. Pride, this is Ignorance and this is Tardiness.
 Pride—How do you do.
 Ignorance—Pleased ter meetya.
 Tardiness (mumbling after Ignorance)—Ter meetya.
 Ignorance—Ya goin' with us tonight?
 Student—I'm very sorry but I promised to call on Study with Pride, tonight.
 Ignorance (turning away from Student and Pride)—Anybody who goes round with Study ain't no friend of ours.
 Tardiness—No, sir!
 Curtain closes to denote a lapse of time.
 Curtain opens showing Study, Knowledge, Promptness, Student, and Pride donning their wraps in the hall preparatory to leaving.
 Pride (in an aside to Student)—We certainly do have a nice group of people to chum with now, don't we?
 Student (aside to Pride)—Yes, we do, thanks to you.
 Knowledge (to Pride and Student)—Since you folks joined our crowd we have just enough to make it the right size.
 Promptness—We never have to worry about your being on time, either.
 Study—The teachers all like to have us in class because we never cause them any trouble as some of the other groups do.
 Student—I always like to go with all of you.
 Pride—I like this group because no one can say that we don't do what is right. All join hands and start off together as the curtain closes.

The White Cells of the Blood

BY JUNE ROSE, TENTH GRADE BIOLOGY

The white cells in the blood are very few compared with the red cells. A volume of blood equal to two pinheads, which should contain some four or five millions of the red cells, should contain only a few thousand white cells. In many kinds of illness, however, the number of white cells greatly increases; perhaps five or even ten times. It happens because the white cells are specially useful in illness, and this is one of the ways in which the healing power of nature shows itself.

These white cells vary a good deal, unlike the red cells, which are all of the same pattern. They vary in size, in the way they stain with various coloring matters, and so on. They have no elastic coat, but they can, and do, change their shape readily.

White cells were seen with microbes inside them, and at first it was thought that the microbes had invaded the cell and were killing it, but then white cells were found with little specks of coal dust in them, which the cells must have picked up for themselves.

Then we found that we could actually see the white cells picking up microbes or specks of any foreign matter in the blood and dealing with them just as the amoeba deals with anything that it is feeding on.

Suppose there has been a little damage to your finger; perhaps some dirt and some microbes have gotten into the wound. We find that the white cells make their way through the blood vessels in the neighborhood of the injury, not single but in thousands. They can be watched doing so, and we find that it may take as long as half an hour for a single cell to make its way through. There they gather around the wound.

F. S. HOOVER, *Instructor.*

Domestic Science



FOODS AND HOME-MAKING

BREAKFAST

Orange
Poached Egg on Toast
Cocoa

LUNCH

Combination Salad
Sandwich Butter
Milk

DINNER

Roast Beef Mashed Potatoes
Spinash
Brown Bread Butter
Fruit Salad
Ice Cream Cake
Coffee

Food Preservation

Nutrition or adequate diet

Hospitality and good manners

Family Relationships

The Family Dinner

Home Care of the Sick

Family Finances

Care and Feeding of Children

Selecting and Planning

the Home

Marketing



Give the child

Plenty milk

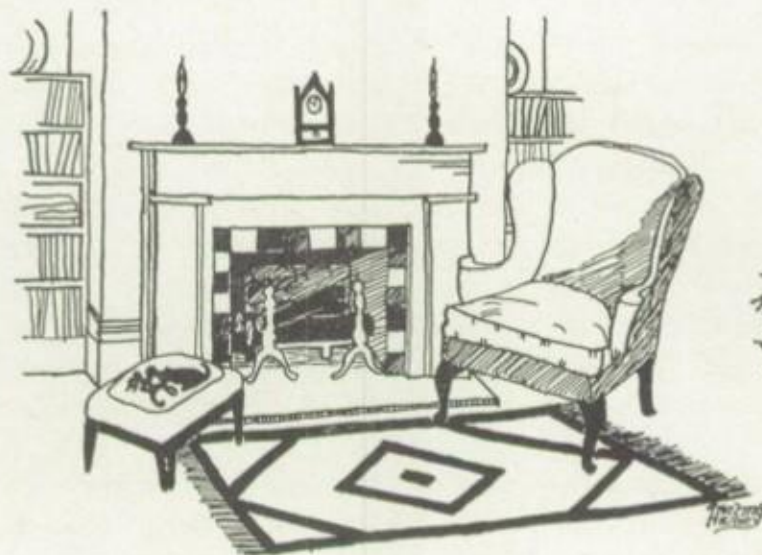
(1 qt. daily)

Toast and cereals

Well cooked vegetables

Soft cooked eggs

Fresh Fruits



2



The course in Home Making is divided into units of work which are illustrated by Thelma Haney of the fourth-hour class.

MISS BERTHA PLUMB, Instructor.

Clothing



A SPRING STREET FROCK

This is an original design made by Marie Reed, of the fourth-hour advanced clothing class.

MISS STELLA COLE, *Instructor.*

Shorthand and Typing

BY FRANCES WHITE, TWELFTH GRADE SHORTHAND CLASS

If you were given a finger nail could you form the whole skeleton? On first thought you would probably say no, but that is just what the shorthand department has been doing.

The shorthand character is the finger nail. In shorthand a word is not written according to its spelling but it is written as a skeleton of the word. To read shorthand characters you must take the few bones given in one small character and from this you will be able to make up the whole skeleton, which is the word. The more skeletons you build up from the finger nail the better animals you will get because the more practice you get in reading, the better your translations or the better shaped animal you have.

In the typing department in writing from the various copies, you have a chance to become familiar with new words and then when you have an occasion to use new words, they are at your command.

Once when a man was asked to judge a contest he chose the three best papers and someone remarked that they were all typewritten, a point which had escaped his attention. Then he remarked, he would wager that in any contest if pen students wrote the larger majority of papers, all the winners would be among the typing students, just because they handle more words.

So it can be seen that both the shorthand and typewriting departments are very beneficial to the students.

G. C. BRINK, *Instructor.*

Benjamin Franklin

BY SUE LISTON, SEVENTH GRADE HISTORY

Benjamin Franklin was born January 17, 1706, in Boston, Massachusetts, where his father was a tallow chandler. As the family was poor, he had no special advantages and went to school less than a year. He disliked the work in his father's shop and was therefore apprenticed to his older brother, who was a printer, though it had been the family's intention to devote this tenth son as its "tithe" for the ministry. In his new trade, he found time to read much and thoughtfully. Books were not numerous, but "Pilgrim's Progress," "Plutarch's Lives," and an old volume of the "Spectator," never lost their charm for him.

That he was forming an English style as well as entertaining himself was soon evident from the little essays which began to appear in his brother's paper, the "New England Courant". These, Franklin slipped under the office door, and the brother was well pleased to print them. In 1723 Franklin ran away to Philadelphia, because his older brother gave ill treatment. Franklin's knowledge of printing soon secured him work, and so able did he prove to be, that in the next year, Sir William Keith, the governor of the colony, sent him to England to buy a printing outfit. Keith, however, did not live up to his promises, and Franklin worked a year and a half in London, acquiring new skill. Shortly after his return to Philadelphia, he found a partner who had money, so he opened a printing shop for himself, and in 1729 bought the "Pennsylvania Gazette," which he edited and printed so ably that he became known throughout the colonies. His public life now began, and his influence became stronger and stronger, especially on questions of frugality, industry, and temperance. "Poor Richard's Almanac," which appeared yearly from 1732 to 1757, was found in thousands of homes in colonial America.

His practical wisdom made his quaint sayings part of the national speech. On every tongue were to be heard such of his proverbs as: "God helps them who help themselves." "Never leave till tomorrow what you can do today," and, "Tis hard for an empty bag to stand upright."

During the Revolutionary War, Franklin showed his intense patriotism by many acts of loyalty to his country. His most distinguished service was in his office of ambassador to France when he established himself in the hearts of the French nobility and was entirely responsible for the French aid to America.

He died April 17, 1790, after a life of devoted service to his country.

J. H. NICHOLSON, *Instructor.*

The Bubbling Spring

BY PAULINE HUFF, TWELFTH GRADE ENGLISH

A recent ramble down a glade
'Mid blooming flowers and leafy trees,
Disclosed beneath a poplar's shade,
A spring which rose 'mong fallen leaves.

The water there had formed a pool,
Among the rocks above its source,
And glistening serene and cool,
Had wended then its onward course.

A pleasant spot to sit and think;
To dream, perhaps philosophize;
To quench your thirst with wholesome drink,
To loll beneath blue summer skies.

But ever restless, never still
The water from the bubbling spring
Flowed then away in noisy rill
For others' dreams and joy to bring.

Instructor, Miss Frances Taylor.

John Marshall and the Constitution

BY FEENY MITCHELL, TWELFTH GRADE, PUBLIC SPEECH

The world has labored for ages to solve the greatest of all governmental problems: that of finding a balance between liberty and union, states' rights and national powers. Greece in her desire for pure democracy had forgotten the necessity of a federal power, had forgotten to provide for the strength that union brings and she perished. Rome went to the opposite extreme—fostering a domineering central power disregarding personal freedom. She became autocratic strangling the liberties of the people. Rome, also, perished.

It remained for our Constitution to establish the perfect combination of nationalistic and democratic principles, whence comes the power that has made it possible to strike the keynote of balance between state government and federal power and has, also, made possible over a century of uninterrupted coordination between the legislative, executive, and judicial departments.

Our government as it existed one hundred and thirty-five years ago, was but a mere skeleton of that towering bulwark that stands today supported by judicial decisions. At that crucial period following the institution of the new government, there were conflicting theories as to the true interpretation of the Constitution: state rights or federal supremacy, liberal or strict construction? Upon the answers to these momentous questions hinged the entire future of the nation. The greatest minds of that generation could find no answer to this seemingly unsolvable problem. Would all our statesmen fail? Was America to add one more to that long list of fallen republics? Beneath all the arguments of our statesmen there was a working force moving slowly but surely toward an ultimate goal. For three decades there came forth from the supreme court, the teaching of a master, building from the chaotic facts and principles of American law, a perfect system of Constitutional interpretation. That force was John Marshall, the judiciary of American government. Throughout all the issues that rose and fell, throughout all the bitter strife of sectionalism, the great chief justice moved steadily onward toward the settlement of that paramount problem. Where was the effective medium and balance of power between state and national government?

He saw the futility of a government whose powers were divided among the several states. He realized that the success of the Constitution depended upon the establishment of a strong central government, but vital to his conception of federal supremacy was the principle that the sovereign power should reside with the people.

He entered the supreme court at the time when decisions involving Constitutional interpretation would make of the states either an inefficient confederation or a successful union. Our general application of the Constitution is actually determined in forty-four masterly decisions, written or inspired by that great Constitutional jurist.

The precedents created in Marshall's court are not ancient landmarks but a living force; although not actually a part of the Constitution they have outlined the course of the supreme court and have laid the foundation of our economic and political structure. They vitalized the Constitution; and built upon a slender fabric of laws a mighty structure of Constitutional government, strong and unyielding, yet whose flexibility has met the expanding needs of the people.

Marshall welded with the fire of his purpose, thirteen feeble separate commonwealths into one powerful nation. He raised our country from the position of a weakling among nations to that of the greatest and most influential of world powers. For his accomplishment, he takes his place among America's immortals.

He made the supreme court the anchor of the Constitution. Swept by the rain and hail of states rights, washed by the waves of southern secession, buffeted and battered by internal dissension, and shaken to its very foundation by federal usurpation, the great rock of the Constitution, set by the masterly genius of John Marshall still stands as the guardian of liberty and justice throughout the world.

This was Argentine high's winning oratorical speech.

J. C. SHANKLAND, *Instructor.*

Argentinean

Score Board



It has been said that "necessity is the mother of invention."

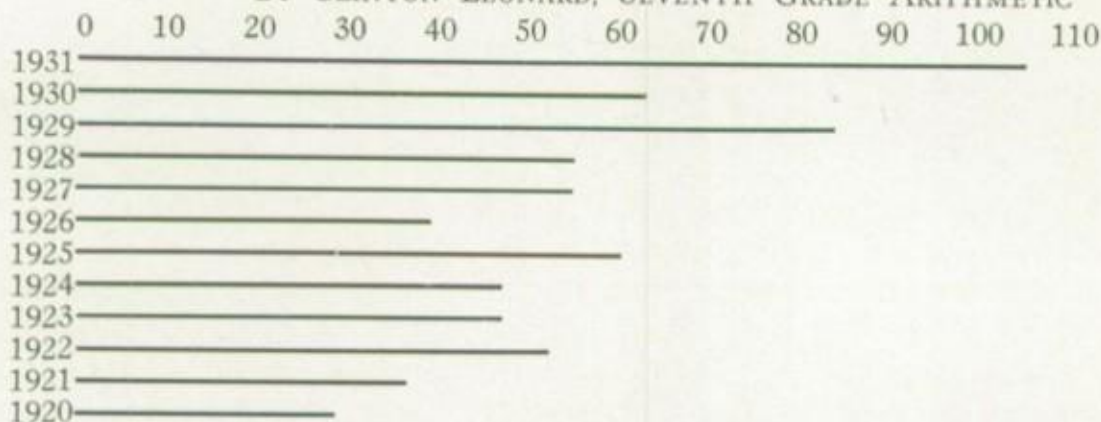
A great need and a lack of funds inspired the building of our new score board.

The score board pictured above consists of a rectangular box-like frame about four feet long, eight inches deep and two feet high. Space is provided for hollow figures about nine inches high which are silhouetted against red glass by means of light bulbs. The figures are inserted at the top and come to rest on a small pin which is held in position by a spring. When a certain figure is no longer needed, a slight touch releases the pin and the figure drops out of sight.

The score board was designed by C. L. Richards of the industrial arts department and was made by the boys of the department with the assistance of Mr. Richards.

Graduating Classes of A. H. S.

BY CLINTON LEONARD, SEVENTH GRADE ARITHMETIC

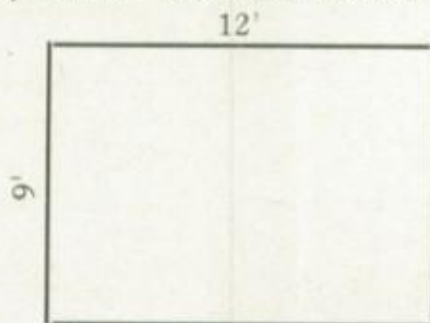


This is one of the bar graphs made in Seventh grade. It shows how the size of the graduating classes has varied in the ten years from 1920 to 1931.

Rug Problem

BY CHARLES LEE FLEMING, SEVENTH GRADE ARITHMETIC

What will it cost to cover my kitchen floor with linoleum at \$1.75 per square yard?



$$9 \times 12 = 108$$

$$108 \div 9 = 12$$

$$12 \times \$1.75 = \$21.00$$

Students measured their own kitchen and solved the problem.

MISS EDITH DELANEY, Instructor.

Unique Methods—Business Arithmetic

BY ELSIE KINCAID, NINTH GRADE ARITHMETIC

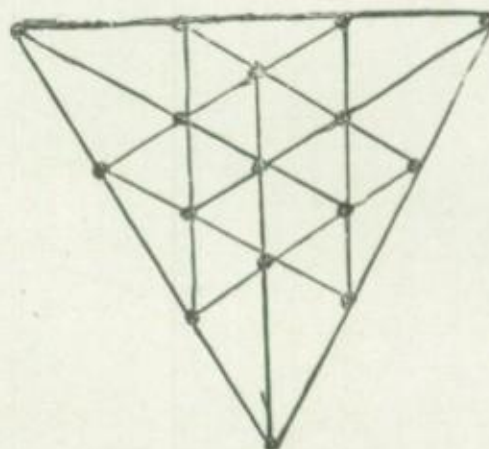
Multiply $26\frac{3}{4}$ by $18\frac{1}{3}$ (Four Steps).

1. Place one number below the other and multiply both fractions $(\frac{3}{4} \times \frac{1}{3}) = \frac{1}{4}$.
2. Criss-cross multiply $(\frac{1}{3} \times 26)$ and $(\frac{3}{4} \times 18)$. The first result is $8\frac{2}{3}$; the second is $13\frac{1}{2}$.
3. Multiply the whole numbers $(26 \times 18) = 468$.
4. Add the partial products $(\frac{1}{4} + 8\frac{2}{3} + 13\frac{1}{2} + 468)$.

The result is $490\frac{5}{12}$.

ARITHMETIC PUZZLES.

Can you show how sixteen trees may be set in twelve straight rows with four trees in each row? If you can't figure it out, note this plan.



MISS EDITH SIMON, Instructor.

An Original Geometrical Exercise

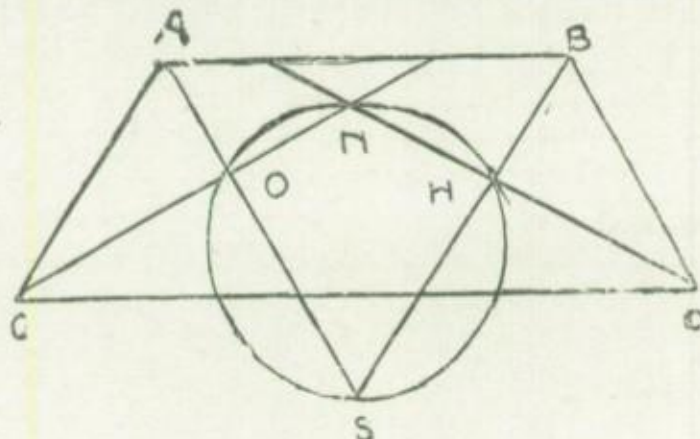
BY RUSSELL CULP, TENTH GRADE, GEOMETRY CLASS

THE ABBREVIATED PROOF

Theorem: If all the angles of an isosceles trapezoid are bisected, the bisectors form a kite which can be inscribed in a circle.

Given: $A B C D$ is an isosceles trapezoid with each angle bisected.

To Prove: $N O H S$ is a kite which can be inscribed in a circle.



Statements

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. $A B C D$ is an isosceles trapezoid with each angle bisected. 2. Triangle $A O C$ is congruent to triangle $B H D$. 3. $O A$ equals $H B$, $C O$ equals $H D$. 4. $S A$ equals $S B$, $C N$ equals $O N$. 5. $N O$ equals $N H$, $S O$ equals $S H$. 6. $N O H S$ is a kite. 7. The angles at O and H are right angles. 8. The kite $O N H S$ can be inscribed in a circle. | <ol style="list-style-type: none"> 1. Given. 2. If a triangle has two angles and the included side equal respectively to two angles and the included sides of another triangle, the triangles are congruent. 3. Corresponding parts of congruent triangles are equal. 4. If two angles of a triangle are equal the sides opposite those angles are equal. 5. Equals subtracted from equals give equals. 6. A quadrilateral with two pairs of adjacent sides equal is a kite. 7. The bisectors of the interior angles of parallel lines cut by a transversal are perpendicular. 8. If a quadrilateral has a pair of opposite angles supplementary it may be inscribed in a circle. |
|--|---|

MISS CORA LUCE, Instructor.

How May the Pact for the Renunciation of War Be Made Effective?

BY ROSA CORREA, TENTH GRADE HISTORY

This essay won first place in the State contest which was sponsored by
"The National Student Forum on the Paris Pact."

The treaty for the renunciation of war which is popularly referred to both as the Briand-Kellogg pact after its co-authors, and as the Pact of Paris, after the city where it was signed, went into effect on July 24th, 1929. No ceremony in history has ever served in a given moment to bind so many Governments of the world to a specific standard of conduct.

By the treaty, the contracting parties renounce war as an instrument of national policy in their mutual relations, condemn recourse to war as a means of solving international controversies and agree that the settlement of all disputes of whatever kind which may arise among them shall never be sought except by pacific means. The treaty contains no provision for its abrogation or for the withdrawal of any party. Its engagements are not limited among and between the contracting parties.

Forty-four other governments have informed the United States that they have taken the necessary steps to adhere to the treaty or that they intend so to do. The indorsement of fifty-nine of the sixty-four independent nations of the world has thus been given to "this new movement for world peace".

The condemnation of recourse to war for the solution of international controversies and its renunciation as an instrument of national policy in Article I of the anti-war treaty are declarations by the contracting states "in the names of their respective peoples." Article II of the treaty supplies such an obligation, for by it the parties agree that the settlement or the solution of all disputes or conflicts of whatever nature or of whatever origin which may arise among them shall never be sought except by pacific means.

The United States declined to enter into the European system and some condemn America for her "selfishness" and "cowardice" and international irresponsibility; others still believe in the sincerity of America's devotion to world peace and are seeking a way by which the controversy over the league system can be appeased and the powerful impulse of this country released and directed toward the goal for which all the world is working.

America is primarily interested in attaining such a goal but not in this particular way. Therefore it is trying to find some other means under whose banner a peace movement may be launched which will deal directly with war and with nothing else, namely by an international agreement renouncing forever its use and setting up in its place a supreme court of justice and law.

We would see standing in the place where war stands, a world court, adjudicating disputes between nations by the application of laws recognized by them, nations going to court first, as is done in civil life, instead of resorting to war. That is what the Paris Peace Pact is trying to secure and, if possible, to establish such a court and effectually to commit the nations to take part in it.

In case the treaty is not enforced in any member nation the European people are empowered to use force (as the treaty states) and the United States does not wish to become entangled in European affairs.

Even though it has not progressed as satisfactorily as its co-authors expected, the treaty is doing much more for the outlawry of war than any other plan with the same point of view. It will become even more effective when more nations are willing to enter it.

V. E. TIMMINS, *Instructor.*

The Boys of '61 to '65

BY JUNE SAILS, TWELFTH GRADE HISTORY

This Essay was written for the contest conducted by the Woman's Relief Corps. The Civil War was one of the greatest catastrophes in American history. When one thinks of that war, he thinks of a horrible but unavoidable conflict between two factions of a country, a conflict so great that it completely disregarded and belittled all family ties. Men who believed themselves right, fought, bled, and died—some for a lost cause, others for a cause so great that it could not fail. The two factions, the North and the South were of a completely different nature. Compromise was useless and entirely out of the question. The men of the South were proud, emphasized family tradition and bitterly opposed Northern tactics, believing themselves absolutely right—so right, that they were ready to see their cause through at any cost. The men of the North were earnest, conscientious, and believing implicitly that they were in the right—resolving to prevent the execution of that Southern plan either by arbitration or by force, and thereby save the thing which was so greatly imperiled and yet so vital to the success of a great nation—the UNION.

The people of the South firmly believed that they had the right to take their states out of the Union. They had been taught by no less an authority than their champion, Calhoun. The people of the North believed just as firmly that no state had the right to leave the Union, and that secession was treason. In the last years of the Buchanan administration, South Carolina took the lead and almost immediately was followed by six other states. These seven states banded together in a union of their own, calling themselves the Confederate States of America. Naturally, this drastic action brought on the inevitable—war.

Immediately the men of the South, called by what they thought a patriotic cause responded to a call for men. The South was not ready for war. It could raise cotton, but there was no means of manufacturing the cotton into clothing. No guns, no ammunition—but a feeling of confidence carried it through for four years. Lincoln's plan of the blockade effectively prevented the addition of any supplies. The men of the North who had plenty of clothing, ammunition, and food, fought on with that great desire and self-determination always shining before them that the Union must be saved, however great the cost or sacrifice.

In the end, the North won. Its cause was victorious. The Union had been saved. Never before had such a catastrophe presented itself before the American people and never has one since. It was brother against brother—father against son, and the greatest of all, secession against the Union, and the Union had won!

C. E. SWENDER, *Instructor.*

Politeness

BY HELEN OFFUTT, TENTH GRADE ENGLISH

"Two small keys that open with ease, 'I thank you, sir,' and 'If you please.' "

Politeness is a mark of refinement. It makes no difference where one is, or why he is there, a person is judged by his civility. Every day one is constantly being either esteemed for his courtesy, or criticized because of the lack of it.

Courtesy is unlimited. It should be practiced in the home, in the school, and in business and social life. The most successful hostess is the one who is the most courteous, and the most welcome guest is the one whose manners are always irreproachable. This is also true of an individual's success in the business field. An employee or an applicant for a position must be eager to serve faithfully, efficiently, and willingly. The employer, too, must be courteous and possess a sense of appreciation.

Regardless of the time and place of the deed, a kind action or word is always remembered. Rudeness is usually the result of ignorance, but it is inexcusable and often unpardonable. Politeness is inexpensive, but it is invaluable.

Charon Entertains

BY CICERO CLASS

(Sketches from the diary of Charon, the boatman, who, according to the belief of the Romans, ferried all dead souls across the river Styx, which is the boundary between the land of living and the land of dead and across which all spirits of the dead must pass.)

January 1—The Cicero class of A. H. S. came for a visit today. They came to see only famous Romans, and no noted men of later times. I told them of some of my experiences, but they were insignificant compared with the deeds told by Paul Fuller in his yarns.

January 3—The students saw Catiline and Cicero. They are still bitter enemies because of Cicero's famous orations. Both greeted the class pleasantly enough and were profusely greeted by June Savage and Helen Wright, the welcome committee of the class. Hubert Daniels, the curious, asked Catiline's opinion of Cicero's speeches. He expressed his opinion in very effective words. Cicero objected and started a physical battle, much more satisfying and more easily followed than the untranslated-verbal battles of Catiline and Cicero. The pupils disdained to help rescue Cicero from Catiline; they thought it a good time to revenge themselves on Cicero for having to translate his speeches daily.

January 5—The class came again today and I introduced them to Romulus, Remus, and Nero. Romulus and Remus were friendly again, even though Remus had been killed by his brother. Nero carried his violin. Bessie Shores asked him to play; and he agreed as if he had a girl like her to inspire him. Raymond remarked that seeing a fire like Rome burning would excite him to nothing except watching the fire trucks. Nero told of the burning of the city which Romulus and Remus had founded. This infuriated the brothers and they started a combat with Nero. Acting as mediator I did not see the class leave.

January 8—The Cicero students met Caesar today. He was like an old acquaintance to them. They had become acquainted with him during their second year of Latin, much to their grief. They had found Caesar's commentaries very hard to translate.

January 11—Ovid and Virgil met the students. They entertained the class by reciting poetry.

January 15—The Cicero class came to bid me good-bye. They thanked me for the good times which they had in meeting the different Romans. They then took their departure.

MISS MYRTLE McCORMICK, *Instructor.*

How Cattails Came To Be

BY DOROTHY HARRIS, SEVENTH GRADE ENGLISH

One day a cat was running after a mouse. The cat was brown and white with a beautiful, long, brown tail. Now, as I have said, the cat was chasing a mouse and was indeed very, very hungry. Just as the cat almost snatched him, the mouse ran in a door and the cat did, too, all but his tail. Bang! The mistress shut the door, catching the cat's tail, and letting the mouse escape.

The cat was so angry at his tail for causing him such pain and humiliation that he marched straightway to Mother Nature and had his tail cut off. He took it home and stuck it on a stick in the swamp where he lived, and ever since, we have had cattails.

How Scientists Have Aided in the Advancement of Civilization Through the Research Laboratories

BY NADINE BISHOP, ELEVENTH GRADE CHEMISTRY AND PHYSICS

Science has been almost entirely responsible for the present contribution to civilization. The physicist, the doctor, the astronomer, and many others have aided in the advancement of civilization. The physicist has found the great secret of getting electricity under control, so that it will do man's work. The chemist has discovered new metals for the manufacturing age that we are living in. He has also aided in bettering the human health, and the astronomer has discovered ways of directing navigation by studying the stars.

All of this work has been brought about through research in the different scientific fields. The growth of the scientific field was shown in a very interesting demonstration by Mr. S. P. Grace, vice-president of the Bell Telephone Laboratories. The demonstration took place at the University of Kansas. He called the attention of his audience to a box-like telephone, a reproduction of the first speaking instrument that was invented by Alexander Graham Bell. He compared the old telephone with the one that we use today.

One of the most wonderful instruments that the research scientists of the telephone company has invented is the artificial larynx. This instrument is used by breathing through it and forming words with the mouth. This device gives its characteristic notes and, therefore, one is able to talk without using the vocal organs. Men and women rendered speechless by loss of the use of the larynx can use this artificial larynx and make themselves heard over great distances.

A rod of permalloy metal (an alloy of about eighty per cent nickel and the other part iron), if turned parallel to the earth's magnetic lines of force or north and south, is magnetized sufficiently to pick up a small piece of tin. The rod then turned at a ninety-degree angle, east and west drops the piece of tin because the metal has become demagnetized. This shows the ease with which permalloy gains and loses magnetism.

This metal together with a new kind of insulation makes possible a trans-Atlantic telephone which is to be constructed soon.

Science has contributed great advancements of knowledge to the world, will continue to contribute, and thus be a principal factor in the advancement of the universe.

This is a report of a demonstration given at the University of Kansas.

A. W. BROWN, *Instructor.*

The Clock

BY WAYNE BRISTOW, TENTH GRADE ENGLISH

The faithful old clock never stops,
Its weary hands it never drops;
It stands in the hall out of the way,
And desires to be wound every eighth day

It stands there so still,
No time does it kill;
It tells us in its kindly way
Every hour the time of day.

It is never sighing nor complaining,
Even though it may be raining;
All through the dark, still night,
It strikes the hours with all its might.

MISS EDNA BARNES, *Instructor.*

The Roaming Rover

BY MARIE METZ, SEVENTH GRADE GEOGRAPHY

Oh, the day is so cold and so dreary,
And I'm so tired of staying at home,
For there is a feeling comes o'er me:
That feeling of longing to roam.

So I'm going to roam o'er the country;
Roam o'er the land far and near,
And see all the sights of the Continents,
From my dream airplane so dear.

It will, probably, take a year or two,
For traveling I'd never tire,
For I shall see lands that are far away;
The lands of my desire.

I'll leave before the stars have fled;
In the dawning, fresh and cool,
I'll leave in my small dream ship;
It has just been loaded with fuel.

Why, I will fly to old Brazil,
And sail down the Amazon,
I'll eat Brazil nuts by the ton,
Gee, but it will be loads of fun!

Then to Rio de Janeiro I will go,
And drink some coffee there,
I'm not supposed to but I will;
All just because of a dare.

Now I'll speed to the Sahara,
And have afternoon tea there,
And see the nomads wand'ring 'round,
I think it only fair!

Then onward I would go,
On to Spain and France,
I would go to Monte Carlo,
And win by the "Wheel of Chance."

But all my winnings would be for naught,
I'd lose them again you see,
And then I would be no richer,
Oh well it's Rome for me.

While there I'd see the Pope,
And the Vatican so grand,
I'd get lost in the many rooms,
But they'd find me at the Pope's command.

Then I would go to Scotland,
And scale the Ben Nevis Peak,
I wonder just how long 'twould take;
I hope not more than a week.

Then I'll hop to Sicily,
And see Mt. Etna there,
And the lava flowing down;
It'd give me quite a scare.

I'll get to Tokio,
And leave my good will token,
I'll try to speak Japanese,
That language in Japan is spoken.

I'd go to Australia,
Down to Tasmania, too,
Then to New Zealand and
Then across the ocean blue.

I would stop at Hawaiian Isle
And hear the guitar too,
But I would be eager to arrive
Back in U. S. A. so true.

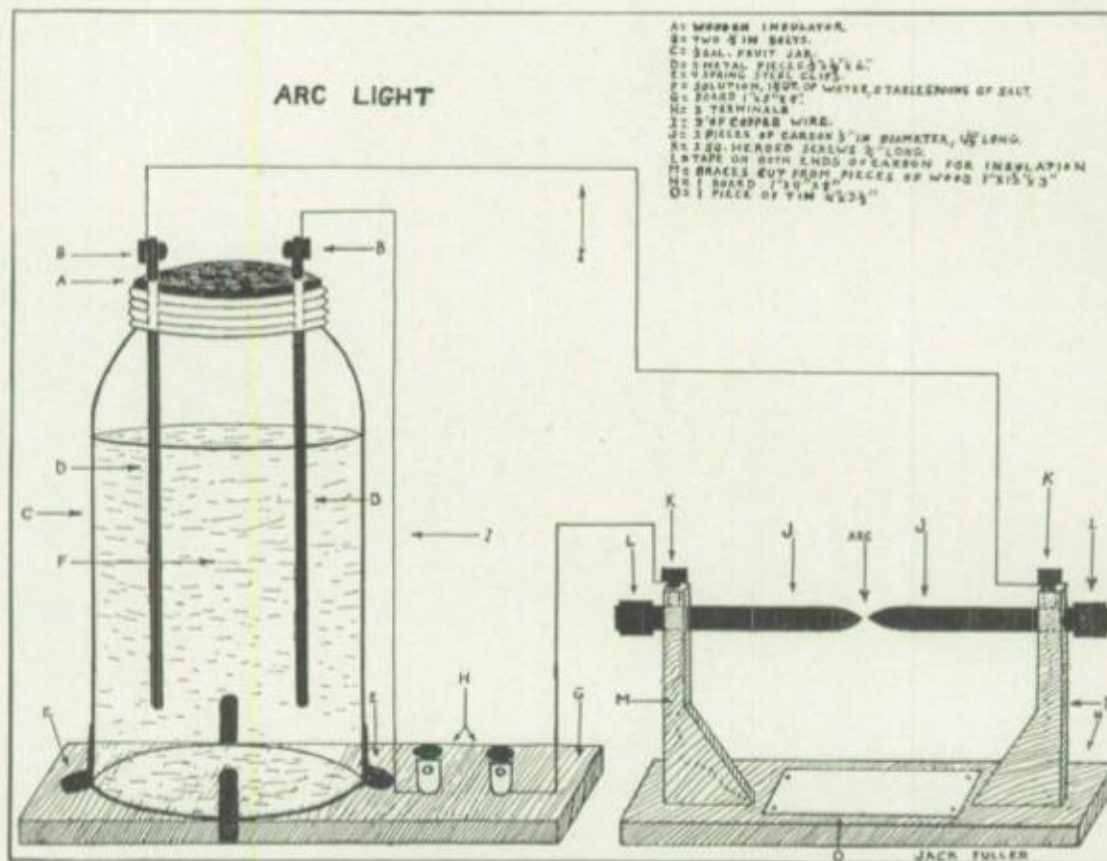
Oh, my! How happy I will be
To fly to K. C. K.
To know I am back home again.
After roaming so far away.

I'll land my plane at Fairfax Field,
And hurry home to sleep,
I don't know what this trip's done for you
But for me it's done a heap.

I've learned of many countries,
That I never knew before,
So next time when I'm tired of home,
Why, I will roam some more!

MISS LILLIAN JESSUP, *Instructor.*

Arc Light



The arc light shown in the diagram is made by using a one-half gallon fruit jar (C), a wooden insulator (A), two pieces of metal (D) one-half by one-eighth by six inches, that extend down into the jar.

The solution (F) is composed of one and one-half quarts of water and two table-spoonfuls of salt.

The jar is mounted on a board (G) one by three by nine inches, and is held in place by four spring steel clips (E).

The carbons (J) are mounted on a board (N) one by four by eight inches. The braces (M) holding the carbons are cut from pieces of wood one by one and one-half by three inches. The carbons (J) were taken from discarded flash light batteries. Friction tape (L) is placed on the ends of the carbons for insulation.

When connected with a light socket, the current starts through one wire (I) going to the binding post (B) on the rheostat. The current passes down the pole (D) going through the salt water to the other pole. A wire connected to this pole carries the current to one of the carbons. Place the two carbons together to close the circuit, then pull the carbons apart slowly until the arc appears. From the other carbon, a wire carries the current back to the light socket.

The power used is 110 A. C. current.

The arc light was built as a special project in the trades information class. It was designed and built by Clyde Wilson, an eighth grade pupil.

The drawing of the project for the annual was made by Jack Fuller, another eighth grade pupil in the trades information class.

E. A. MOODY, *Instructor.*

Argentinean

A Call at the Wrong Time

BY LYMAN KETCHUM, SEVENTH GRADE ENGLISH

All is quiet on a hot July night about twelve o'clock when R-r-r-r-r-ring! R-r-r-r-r-ring!

"The telephone! Who can it be at this time of the night and what on earth can he want? I think I will lie still for awhile and see if one of the rest of the family will answer it." A minute passes in silence. R-r-r-r-r-ring! R-r-r-r-r-ring.

"Can't he wait until morning? Well, I guess I will have to answer it."

A rattle of bed springs and—crash! "Oh, my head!" Those steps were in the wrong place it seems to me." R-r-r-r-r-ring!—Bang! "Who put that chair out here in the middle of the floor? At last, here is the telephone."

"Hello!—What?—Can I play the trombone?—Hello, hello, hello! If I could only lay my hand on that person I would—Oh, well, I think I will go back to bed.

"Now, where can the door leading to the stairway be? Here it is. Ouch! My, but I stubbed my toe. At last, here I am at the top of the stairway. Ah!—Here is the nice soft bed."

R-r-r-r-r-ring! R-r-r-r-r-ring! "Let it ring! Who cares?"

After a few moments, all is again quiet on a hot July night.

MISS BESS WILHITE, *Instructor.*

The Stream That Sings the Sweetest

BY BRITTON MAVITY, NINTH GRADE ENGLISH

The stream that sings the sweetest
And dances with the breeze
Is not as wide as shadows
Of its friendly mountain trees,
And it cannot hear the ocean
For it's own wild harmonies

The stream that sings the sweetest
Makes the greatest stir
When it meets the bitter ocean;
But it bears a breath like myrrh
And spells the moon had woven
When the mountain sang to her.

O heart that knows the gladness
Of earth that has its dream,
Why cannot you go singing
Like this little mountain stream
That gleams to death in waters
That, a moment, catch the gleam?

Pirate Bold

BY MARY HARMON, NINTH GRADE ENGLISH

I'm going to be a pirate bold,
On the Spanish Main I'll dig for gold,
When the moon comes out a ghostly white,
We'll lay our treasure down.
If any one should find it,
He'd be rich as China Town.
We'll smooth the place with rocks and sand.
And mark the nearest tree,
But these precious marks, I'm telling you,
None will ever see.

I'll wear a sash of crimson velvet,
And a diamond-hilted sword,
I'll wear a whistle round my neck,
Held by a golden cord.
I'll have a habit of taking natives,
And walking them aboard.
I'll be a regular pirate,
With my diamond-hilted sword.
A flag of skull and cross bones,
The wickedest that ever flew.
We'll have a most enjoyable time,
Just me alone and my crew.

MISS LETHA CLEWELL, *Instructor.*

Art SPRINGTIME

BY NADINE BISHOP, ELEVENTH GRADE, ADVANCED ART CLASS



A Textile design, used as a cloth pattern.

Students Should Pick Vocation Early

This editorial by Christina Reisacker, won first place in the state in the High School Awards Contest.

The introduction of a course in vocations to the school curriculum this year emphasizes the necessity for a high school student to put forth his best efforts to find himself. That is, it is generally recognized that a high school education should help a student discover the type of work he prefers and for which he has the necessary qualifications.

Often a boy goes through high school not realizing the importance of choosing a vocation. He assumes that he is to go to college, and thinks no more about it. When he reaches college, he is at a loss. He finds there that it is to his special benefit to specialize in some subject. He has not taken time to think about the type of work that appeals to him and for which he is qualified. He chooses hastily and no doubt unwillingly and the result is disastrous. He finds he does not like his work; it does not interest him; it is difficult for him because he is not suited to that type of work, and he is a miserable failure.

Many students allow themselves to be influenced by the opinions of others. Someone tells a student that since he can perform what seems to be marvels, by making an old car run, he is destined to become a great mechanic, when perhaps his real interest, if found out, would make him a successful author.

Am I giving the proper attention to choosing a vocation? Have I taken an inventory of myself to discover my tastes and my personal qualifications? These are questions that every high school student should consider seriously. In school he has the opportunity to find his vocation and prepare himself for it. If he has chosen properly, and soundly prepared himself, he will eventually become first-class in his work and rise to success.

Our Robber

BY VERNON SAULTZ, SEVENTH GRADE ENGLISH

I awoke with a start. What was that noise I heard in the parlor? It was a soft, sliding noise, just like what a cautious burglar would make, I thought.

I went over and put on my house slippers and slipped into daddy's and mother's bedroom. I stepped over and shook daddy gently, softly calling his name.

"What is it, son?"

"Some one is in the parlor," I told him.

"I'll see," he said. I then heard mother's voice behind me, "Who is it, I wonder; it may be a burglar."

Daddy went over and took a flashlight and an automatic pistol out of a drawer in the bureau. Then he turned to mother and me.

"You stay here, and if anything goes wrong, you go into one of the closets," he said.

"All right," said mother.

Then he left us and went into the parlor. We still heard that sliding noise, but it seemed louder now as I listened more intently to it.

All at once a crash resounded through the house. It was followed by a startled cry, and mother said that we had better go into the closet.

Presently we heard daddy's voice, "You can come out now, I have the burglar, so that he won't shoot you."

So we went out into the light.

There was daddy holding Jeff, our collie dog, by the collar. We had forgotten to let him outside when we went to bed. The crash that we heard was daddy falling down when Jeff ran against his legs. Jeff got frightened just as any other burglar would when the light was thrown on him.

We all laughed and went back to bed and soon all was quiet again.

Miss Bess Wilhite, *Instructor.*

The Lighthouse

BY HERBERT WILDMAN, SEVENTH GRADE ENGLISH

The lighthouse shines through the foreboding dark night
And woe to the ship which heeds not its light
For many a ship which has skimmed o'er the crest
Has been broken and crushed on the grim island's breast
So there in the night it stands brave and tall,
Flashing a light—giving warning to all.
Alone on the island it stands through the years
Steady and brave without any fears
But with only a wish to help ships that are true
Which is the very bravest thing any lighthouse can do.

Miss Bess Wilhite, *Instructor*

How It Began

BY LOUIS CORREA, TWELFTH GRADE ENGLISH

One day through an ancient wood,
A black cat walked as all cats should,
But looked about as he said "meow",
Speaking as only cats can do.
Since then three hundred years have fled,
And I am sure that cat is dead.
A savage who was passing by,
Chanced to hear the old cat sigh;
He was anxious to be on his way,
And soon be a fishing in the bay.
As he sat there he fell asleep,
And soon fell within the deep.
He uttered words of righteous wrath,
Because it was a cold, cold bath.
The old black rubbed his head and spat,
He blamed it on the old black cat,
Still we believe—since he his hair did pluck
That all black cats bring us bad luck.

Companions

BY GLADYS GOULD, ELEVENTH GRADE

I walked with Pleasure.
She talked of leisure
As along the way
We journeyed long
Living a song
How wisely, none may say.

I walked with Sorrow,
She spoke of the morrow
And o'er my heart
A shadow crept
As together we wept
For many lost hearts.

I walked with Pleasure,
She left me memories to treasure.
Need I, not more than this?
I walked with Sorrow.
She caused me to doubt the morrow.
Can e'er this bring me bliss?

Spring

BY FLORENCE CARR, ELEVENTH GRADE ENGLISH

Spring is here,
The time of year
That children say
Is best for play.

Kites fly high
Up in the sky
And marbles round
Are on the ground.

Dolls are dressed
In Sunday best,
And roller skates
On feet are placed.

Tops are spun
And, oh, what fun!
In a month or two
The school year's through.

The Treasure Hunt

BY EDITH HUYCK, NINTH GRADE

The Indians told my great grandfather, who was their friend, that a long time ago there was a log cabin on his land, and that the occupants had about forty thousand dollars in gold.

Then the bush whackers came to this cabin. The people had seen them coming and they, running into the back garden buried the money. The bush whackers caught and killed them, burning the cabin. Now in our back garden, we find pieces of beautiful old dishes, arrowheads, parts of blackened spoons and other proofs of people long since gone.

My great grandfather spent many years of his life digging for this treasure. In fact he dug all over his many acres of land unearthing nothing.

The neighborhood children and I, thinking to dig up this wonderful treasure, toiled many a summer day throwing out shovelfuls of brown earth.

One sultry afternoon we were working then resting, and again working, and making trips to the spring to fill our water jug.

I took my turn at the shovel, and as I was wearily throwing out the earth my eye fell upon a white something that I had not noticed before. It was at the further end projecting into the side of our hole. I stepped over to dig it up but I found it would not budge. It looked very much like bones our dog had scattered over the yard, so I supposed this was one of them he had buried some time ago. I told the others who were not so sure it was. I also changed my mind upon digging further because it was a large bone, half the size of our dog and to my thinking, far too big for him to carry. Besides, if he had buried it the ground would have been soft above it. Added to that, it was far too deep for any sensible dog to bury a bone.

All the children were highly excited, as I was myself. My hands shook. I was the only one digging, the others having gathered in a semi-circle to watch what would be unearthed with the next shovelful.

What did happen, made them gasp and turn pale. Many more bones were found and arrow heads, also one large tomahawk. It was plain to see that this was an Indian skeleton. Probably it had been a chief. The children all ran home and would not come back again.

Tradition tells how a skeleton is often found above treasure, how the genie, who protects the gold when displeased, takes the gold just as the treasure seekers are about to find it.

I was some what afraid and I had half a dozen excuses at a time for not digging during the next few weeks, but finally the wish for gold came upon me again. On the way to the digging grounds, I thought of the money. Just to think of all the money, forty thousand dollars, I had built mansions with gardens and flowers and purchased expensive clothes, and all that would accompany my riches. In fact I had spent the money over and over again.

When I reached my destination, I looked for the skeleton, when to my horror, I realized it had disappeared.

In my childish mind it was plain that the genie had come and taken the skeleton. It seemed like an eternity before I could move. Then I ran so fast that this day I can remember that I thought I was going as fast as the wind.

After a day or two I went back for the spade and shovel, but as for my resuming my digging, that was entirely out of the question, and as for the gold, if it is not gone, it is buried there still.

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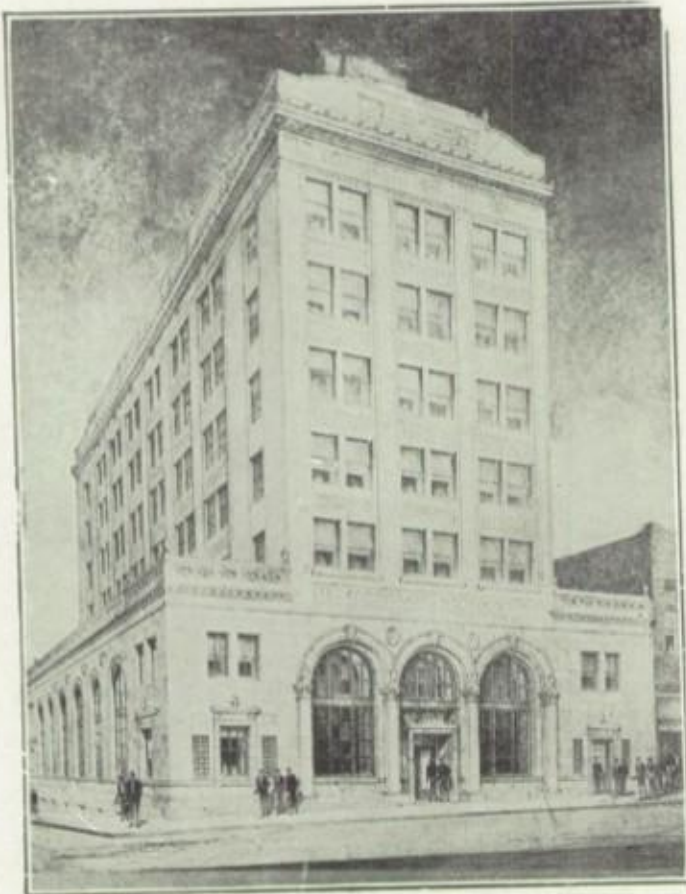
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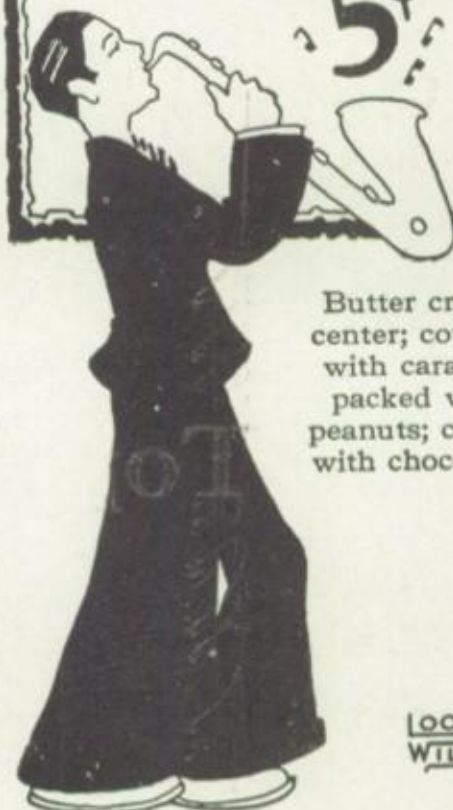
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